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## ABSTRACT

The career education guide, designed to supplement existing curriculum at the primary level, suggests and outlines a developmental program of followup activities which can be implemented by teachers within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to: promote the student's understanding of himself and others; provide occupational information; explore the world of work; and assist the student in finding out about himself as partial preparation for decision-making. Five major personal and world-of-work related goals, each one having several objectives, are presented for kindergarten and grades 1 and 2 with numerous career related activities, needed resources, and evaluation/outcome for each objective. The academic area or unit of study with which the activities could be coordinated is indicated where appropriate. A listing of audiovisual materials and sources, sources of career and occupational information listed by occupational area, field trip procedures, and lists of locally available guest speakers and field trip sites conclude the volume. (Author/NH)

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# CAREER EDUCATION

Learning with a Purpose

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

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The guide was developed by counselors and teachers in four one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades K-2. Funds for the development of the guide were provided through a Federal Grant under the provisions of Part D of Public Law 90-576.

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## FOREWORD

This Guide is designed to supplement the existing curriculum at the primary level.

It is further the purpose of this Guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the primary grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the primary level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

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## CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to preschoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level, certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations, and to identify various life-styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests, and the needs of society.

Ohio Career Education and Curriculum  
Management Laboratory in Agricultural Education  
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1974

## GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage. Activities for kindergarten are set up in domains (home, community, the world about us, school) for organizational purposes rather than subject areas.

Kindergarten and grade one teachers chose to list goals at the beginning of each section. Grade two teachers grouped activities, listing the specific objective to be met on each page.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this column is included so that nonmeasurable objectives could be used with this guide.

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# KINDERGARTEN

**GOALS AND OBJECTIVES--KINDERGARTEN**

**Goal One:** The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

1. The student will participate in various activities which will help in expanding interests.
2. Assume responsibility for classroom jobs and work jobs.
3. The individual will identify his feelings in a variety of situations.

**Goal Two:** The student shall understand and recognize that each individual has a set of values unique to him.

1. The individual will describe situations in which his decisions affect others.
2. The individual will identify situations in which there is more than one way to accomplish a task.
3. The individual will identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal.
4. The individual will identify reasons one way might be better than another in accomplishing a goal.
5. The individual will identify activities that he considers "leisure time" activities.

**Goal Three:** The student shall learn about himself in relation to his culture through understanding and experiencing roles.

1. The individual will identify roles fulfilled by all members.
2. The individual will describe how life would be without language.
3. The individual will identify ways he can learn from people outside of school.
4. The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.

**Goal Four:** The student shall recognize that educational experiences are a means of achieving life goals.

1. To become aware of one's work achievements.

2. The individual will identify places he can observe nature.
3. The student will express his creative ability by using tools to construct projects from resources.

**Goal Five:** The student shall examine the concepts of community work roles and the many occupational possibilities.

1. Talk about occupations.
2. The student will identify those needs of society which various individuals fulfill.
3. The individual will identify occupations of parents and classmates.
4. The individual will describe occupations found in his community.

AREA OF UNIT OF STUDY

RESOURCES

EVALUATION/OUTCOME

Role Play in nousekeeping corner

Simulated appliances can be made from cardboard boxes

The child should learn the various jobs necessary around the house.

Role play with family puppets

Family Puppets by Instructo

Make family puppets. Include Mom, Dad, brothers, sisters, and grandparents.

These can be simple finger puppets.

The child should become aware that not all moms and dads have the same roles.

Make a scrapbook of homes and families. Houses can be included as well as members.

Magazines and catalogs

Invite parents to school to tell about their jobs. Most parents work but would probably be happy to come and tell about their jobs.

Parents, grandparents, brothers, sisters as resource people

The child should realize that their moms and dads are workers too.

Discuss good working habits. School workers could be brought in the class to help with this.

We're Very Good Friends, My Brother and I

The child should know that team effort and cooperation make jobs easier.

Discuss how cooperation makes jobs easier when everyone pulls together

We're Very Good Friends, My Brother and I

Dramatize or discuss what would happen if everyone does not do his job. The Duso I Kit will fit well with this activity.

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| CAREER RELATED ACTIVITIES  | RESOURCES   | EVALUATION/OUTCOME  |
|--|---|---|
| <p>Tell what your parents do at home and away from home and discuss how you feel about these jobs.</p> <p>Role play father's and mother's jobs at home and away from home.</p>   | <p>"You and Your Family," by Benefic Press (Large picture book for discussion and consumable workbooks)</p> | <p>Each child should become aware that:</p> <p>He is an individual.</p> <p>He has a unique role in family life.</p> |
| <p>Tell what jobs you do at home and why they are important.</p> <p>Role play children's jobs at home and role play how they feel about these jobs.</p>  | <p>Duso Kit I - by American Guidance</p>  | <p>Other family members are also unique individuals.</p>  |
| <p>Tell about and role play jobs of brothers and sisters.</p> <p>Draw pictures of self and family members at work.</p>   | <p>"Dynamo Power" by Youcan Company</p> <p>Filmstrips Series</p> <p>"Robert and His Family" by Singer</p>   | <p>Each family member has a job that is necessary for the family to function.</p>                                   |
| <p>Make a mural of all jobs done in the home by family members.</p> <p>Make class booklets of parents' occupations. Perhaps include pictures of the places they work.</p>  | <p>Magazines, catalogs</p> <p>By writing to Labor Associated Organizations</p>                              | <p>Some workers stay home and perform their jobs in the home.</p>   |
| <p>Perform household activities to rhythm.</p> <p>From old magazines, cut out pictures of various workers. These can be put up around the room or collected in a class scrapbook. Maybe it could be called an ABC Book of Workers or Jobs. Or the students could choose a name for it.</p> | <p>one might be able to obtain some signs, pictures or posters.</p>   | <p>There are many different types of work in the home.</p>  |

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| CAREER RELATED ACTIVITIES   | RESOURCES  | EVALUATION/OUTCOME  |
|---|--|---|
| <p>Make "This is Me" booklets (My Hands, My Feet, etc.)</p> <p>Make "My Favorite Things" booklets (My favorite color, food, animal, clothes, song, day, game, etc.)</p> <p>Model self and family members from clay.</p>   | <p>"The Most Important Person" Series</p> <p>"The Kingdom of Could Be You" Series by Encyclopedia Britannica Educational Corporation</p> | <p>The child should be aware that each person is different.</p> <p>The child should realize that individuals have their own individual likes and dislikes.</p>        |
| <p>Trace around child on large paper-color or paint features. If paper is not available, go to P.T.A. for support. Many times newspaper offices will provide some paper for special projects.</p> <p>Make mural of actual hand or footprints by tracing or apply in paint to hands and feet. This can help students see that everybody really is different.</p> | <p>Books, <u>How I Feel</u>, Children's Press</p>  | <p>The child should understand that everyone is shaped differently and through understanding he can more easily accept himself.</p>                                   |
| <p>Explain, role play or draw how the child would feel about or react to various home or job situations.</p> <p>Use songs, poems, mirrors, anything available to develop physical body awareness.</p>   | <p>"How Do You Feel? Hats" by Trend Enterprise</p>   | <p>The child should become aware that people react differently to situations.</p> <p>The child should realize every person is different and that no one is alike.</p> |

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CAREER RELATED ACTIVITIES <sup>b</sup>

EVALUATION/OUTCOME

RESOURCES

Discuss the following school workers:

Principal  
Superintendent  
Counselor  
Teacher  
School Nurse  
Librarian  
Deliveryman  
Custodian  
Secretary  
Bus Driver  
Student  
Cook

Visit each school worker in each work area

After the visits, have the children try to recall the names of the people they met and what kinds of work they did.

Have some of the school helpers come in and talk to the children about why they chose their jobs and how they prepared for them. These school workers are usually willing to help out and the kids usually love them.

Role playing - Have the children pretend they are in different areas of the school--the principal's office, the nurse's office, the custodian's room, etc. Each child can play a role appropriate to the area.

Have the children draw or paint portraits of the various school helpers.

School grounds and employees

Picture packet of school workers (Alllyn & Bacon, Inc.)

School and School Helpers - David C. Cook Publishing Company (12 teaching pictures and 12 resource sheets)

I Want To Be Series from Children's Press

Filmstrips "Our School" EBE, "School Helpers" EBE, "School Courtesy" EBE

Make-shift rooms or offices can be made from cardboard boxes.

Each child should learn who the school helpers are and what they do.

Each child should know that it takes many workers to operate a school

Each child should learn that work is divided among various persons.

Each child should learn that people help one another.

Each child should be able to identify and remember school workers by name.

The child should know that many workers come to the school to work.

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| CAREER RELATED ACTIVITIES  | RESOURCES   | EVALUATION/OUTCOME   |
|--|---|--|
| <p>Have the children draw or paint pictures of familiar school facilities--building, playground, equipment, rooms, etc.</p> <p>Tour the school for special places such as exits, auditorium, etc.</p> <p>Make experience charts about school workers and illustrate</p> <p>Make classroom helper chart</p>   | <p>If paper is not available, go to the printer's office or the newspaper office. They will usually help out. They might even get a few pictures in the paper.</p>                            | <p>The child should know that there are many different types of jobs at school.</p>                                  |
| <p>"Who Am I" Game - Have one child describe a school worker and other children guess the one being described</p> <p>Make greeting cards for the school workers at appropriate times</p>   | <p>Camera (Polaroid)</p>  | <p>Each child should learn that cooperation makes a job easier.</p>  |
| <p>Make bulletin board of school helpers (drawings; snapshots)</p> <p>Discuss student's role in school such as taking turns, sharing, being courteous, helpful, dependable, taking care of the school property, etc.</p> <p>Plan a special work project such as picking up trash from playground</p> <p>Use appropriate times to role play desirable and undesirable school behavior</p> | <p>Filmstrip "Manners at School"</p> <p>Many companies offer films in this area.</p> <p>The Duso I Kit can be used with props for role playing. It has many excellent problem situations.</p> | <p>Each child should learn to practice correct behavior in the school room, in the halls, and on the playground.</p> |

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| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME  |
|--|--|---|
| <p>Bulletin board of tools people use in their jobs</p> <ol style="list-style-type: none"> <li>Have children draw and cut out tools</li> <li>Make collage of tools</li> </ol> <p>Observe Fire Prevention Week</p> <ol style="list-style-type: none"> <li>By having fireman come to class to talk</li> <li>Discuss how to put out fires</li> <li>Show how to use fire extinguisher</li> </ol> | <p><u>More About Books</u><br/><u>Children's Press</u><br/><u>"People Who Run Your City"</u><br/><u>"Helpers Who Work at Night"</u></p> <p>Find safety devices--fire extinguishers, exits and bells.</p> | <p>The child should become aware that the community involves many kinds of workers.</p>           |
| <p>Participate in fire drill</p>   | <p>"Smokey the Bear"<br/>Conservation Department</p>   | <p>The child should know that some people work with tools.</p>                                    |
| <p>Teach fire prevention songs</p> <p>Make picture and storybooks on community workers</p> <p>Watch milkman deliver milk to school. He would probably be willing to come in and talk to class for a couple of minutes about milk and his job.</p>  | <p>"What I Want To Be From A to Z" by American Council, Chicago, IL</p>  | <p>The child should learn that some workers build things while some workers provide services.</p> |
| <p>Set up a post office and store in classroom, using big cardboard boxes</p>  | <p>Books:<br/><u>I Want To Be, Children's Press</u></p>  | <p>The student should know that many workers do not work with tools or do not build things.</p>   |
| <p>Observe or discuss helpers who give service or repair things</p> <p>Observe or discuss men who build things. If a new house or building is going up, take the children out to observe for a short time.</p>   | <p><u>What Happens, Reilly and Lee Books, Henry Regnery Company</u><br/><u>Come To Work With Us, Houghton Mifflin, Children's Press</u></p>  |   |

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| CAREER RELATED ACTIVITIES   | RESOURCES | EVALUATION/OUTCOME |
|---|-----------|--------------------|
| <p>Make building with blocks</p> <p>Find out about professional men</p> <ol style="list-style-type: none"> <li>Have parents who are professional people come in and talk to class</li> <li>Take a field trip to a professional office and have a professional person talk to the class</li> </ol> |           |                    |

GRADE LEVEL OR SUBJECT    Kindergarten    AREA OR UNIT OF STUDY    Community 12

| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME  |
|---|---|---|
| <p>Make puppets to represent the various community workers</p> <p>Use role playing games to examine the types of work in the community</p> <p>Use resource people to come into the classroom to tell about their jobs and the tools and equipment they use</p> <p>Read stories about many of the types of jobs that cannot be visited</p> <p>Show films and filmstrips that concern or involve community helpers</p> <p>Make a bulletin board of community map</p> <p>Take a walk around the community and the neighborhood shopping areas</p> <p>Make hats of community workers: fire hats, bakers</p> <p>Field trips can be taken in immediate community to provide students with an awareness of their own surroundings.</p> | <p>Community Helper Posters</p> <p><u>You and Others</u>, Benefic Press</p> <p><u>Who Helps Us</u> Filmstrips</p> <p>The Fire Department</p> <p>The Police Department</p> <p>The Supermarket</p> <p>The Bakery</p> <p>The Laundry Dry Cleaner</p> <p>The Service Station</p> <p>The Dentist</p> <p>The Dairy</p> <p>The Library</p> <p>The Post Office</p> <p>Farm, fire station, post office, grocery, department store, court house, filling station, dentist office, library--story hour</p> | <p>The student will develop an understanding of the various types of workers in his community.</p> <p>The student will understand that many different types of jobs are necessary in his community.</p> <p>The student should learn about the size and shape of his community.</p> <p>The student should become familiar with the community around him.</p> |

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| CAREER RELATED  | RESOURCES  | EVALUATION/OUTCOME  |
|---|--|---|
| <p>Transportation Unit</p> <ol style="list-style-type: none"> <li>1. Make train, plane, bus, etc. books</li> <li>2. Role play scenes of transportation using puppets.</li> <li>3. Make a train, plane, bus etc. out of boxes</li> <li>4. Talk about people around the world--their homes, jobs lifestyle, ways of travel</li> <li>5. Role play people from other places</li> <li>6. Read stories about jobs outside of community</li> <li>7. Model various types of transportation from clay</li> <li>8. Make bulletin board from vehicles used in transportation--drawn and cut out by the children</li> <li>9. Make transportation mural letting children draw or paint their favorite mode of transportation</li> <li>10. Use resource people in the area</li> </ol> | <p>Books: <u>I Want To Be</u><br/><u>Children's Press</u><br/><u>What Happens Series</u>,<br/><u>Reilly &amp; Lee, Regnery</u><br/><u>Company, Related library</u><br/><u>books</u></p> <p>Costumes and Hats<br/>Picture Packet:<br/>"People Around the World"<br/>Transportation Posters,<br/>Trend Enterprises</p> <p>Social Studies Series<br/>"Learning About the<br/>World" Allyn &amp; Bacon</p> <p>Pilot, stewardess,<br/>engineer, conductor,<br/>truck driver, bus<br/>driver, etc.</p> | <p>The student should learn about the various types of transportation.</p> <p>The student should understand that transportation plays a big role in our lives.</p> <p>The student should understand that we depend upon transportation for our daily needs.</p> |

| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME   |
|---|---|--|
| <p>Zoo and Circus Units:</p> <ol style="list-style-type: none"><li>1. Talk about workers and performers</li><li>2. Stage a circus in the classroom</li><li>3. Make murals in the classroom</li><li>4. Visit a zoo--attend a circus</li><li>5. Encourage the children to watch a circus on television</li><li>6. Read stories about circus performers and zoo workers</li><li>7. Use resource people in the area</li></ol> | <p>Books: <u>Circus ABC</u>,<br/>Golden Press</p> <p><u>Zoo-Colonius K-2</u></p> <p><u>Behind the Circus Tent</u>,<br/>Lerner Publications</p> <p><u>I Want to Be a Zoo Keeper</u><br/>Children's Press</p> <p><u>A Visit to the Children's</u><br/><u>Zoo</u>, Golden Press</p> <p>Picture Packet: "A Trip<br/>to the Zoo" David C.<br/>Cook Publishing Company</p> <p>Swope Park Zoo<br/>Sight and Sound Series:<br/>"Sounds at the Zoo"<br/>Filmstrip &amp; picture<br/>packet</p> | <p>The student should know that some people have occupations that provide us with enjoyment.</p> <p>The student should be aware that some jobs in the zoo or circus require special training.</p> <p>The student should know that many animals in the zoo and circus come from different areas or countries.</p> <p>The student should become aware of the various animals that live in this area.</p> |

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**GRADE ONE**

GOALS AND OBJECTIVES—GRADE ONE

Goal One: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

1. The individual will identify his uniqueness and the changes in his attitudes, interests, mental development and physical development.
2. The student will identify and discuss the reasons why some work activities are personally satisfying to him.
3. The individual will identify realistic goals when determining tasks to be accomplished and knows the factors that influence his decision.
4. The individual will identify the most appropriate way of expressing feelings in a given situation.
5. The student will participate in various activities which will help in expanding interests.
6. The student will discuss what he learns about himself as a result of engaging in many new tasks.

Goal Two: The student shall understand and recognize that each individual has a set of values unique to him.

1. The individual will list ways in which families and individuals may use leisure time.
2. The individual will list ways school attendance affects his activities.
3. The individual will list ways in which others affect his decisions.

Goal Three: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

1. The individual will identify roles fulfilled by all members of his family.
2. Discuss attitudes or feelings about work in which we participate at home, school and community.
3. The individual will describe ways in which he is able to assume responsibility in the maintenance of his home, school and community.

4. The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials and processes.
5. The individual will describe situations when group decisions should be made.
6. The individual will identify situations in which environmental conditions affect his decisions.
7. The individual will identify and describe situations in which the decisions affect himself and others.

**Goal Four:** The student shall recognize that educational experiences are a means of achieving life goals.

1. Identify how attitude, abilities and experiences affect performance.
2. To develop interest through meaningful work activities.
3. Identify people who are working together toward a common goal and explain how the work of each person contributes to that goal.

**Goal Five:** The student shall examine the concepts of community work roles and the many occupational possibilities.

1. Identify several occupational choices available in his school.
2. The student will identify several occupational choices in other areas besides his school and immediate community.

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify his uniqueness and the changes in his attitudes, interests, mental development and physical development.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could coordinate in all areas

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Role playing - Charades, pantomime (adaptable in numerous areas) Family situations, playground and/or work situations

1. Costumes (self-made or acquired)

1. Self-satisfaction and/or recognizing the need for change

2. Puppetry - Involves art work--making their own puppets

2. Peabody kit or hand-made puppets. Art materials, math concepts and materials, DUSO Kit

2. Realize the worth of self-made materials, as compared to commercial

3. Dioramas - Illustrations, include math concepts (What I Want To Be)

3. Art materials, math concepts

3. To promote fine muscular development. To indicate new interests

4. Field trips - Resource people (Check with State Fair Community College)

4. Listing of resource people, parents and people in the community. Listing of available places for field trips. (Means of transportation and parental approval)

4. Expand their knowledge of different areas of interest

5. Research - Finding stories, articles and pictures appropriate to the career being studied

5. Library--Magazines, catalogs, picture file

5. Broaden interests; promote knowledge of research. Increase visual and muscular abilities

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# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

6. Listening and/or viewing to tapes, records, stories, pictures, posters, slides, films and filmstrips

6. Prepared tapes, slides, films, stories, and filmstrips or self-made materials. Pictures and materials brought in by children. Make posters, slides, bulletin boards, displays and scrap-books.

6. Develop good listening habits, attitudes and interests.

7. Original stories (oral and written)  
Poems and plays

7. Writing materials

7. Self-expression, blend in ideas. Be able to work with others or independently.

8. P.E. classes, rhythms and physical activities

8. P.E. equipment, records, finger plays (space to work)

8. Physical development  
Creative expression  
Promote respect for others

9. Discussions of activities and personal experiences that relate to self

9. Population of the classroom and any props needed

9. Culmination of all activities

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will identify and discuss the reasons why some work activities are personally satisfying to him.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could coordinate in all subject areas

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Role playing - by experiencing activities  
Suggestion: work situations of someone I know
2. Providing choice of activities - free period for children to choose
3. Language Arts activities, oral, written (directed toward career selection or children's activities)
4. Art activities - drawing pictures of self, life size or picture, in career role
5. Questionnaire - to be filled out at home to help identify reasons for personal satisfaction
6. Tabulate results of questionnaire (in forms of simple bar graphs on poster board) Lead children to see generalizations

1. DUSO Kit, costumes

2. Materials available for optional activities in all areas

3. Materials for making of booklets, bulletin boards, etc.

4. Art materials  
Butcher paper

5. Sample of questionnaire suitable for situation (faculty discussion)

6. Poster board, felt tip marker, math concepts, etc.

1. Realize the importance of self-selection of work activities. Recognize reasons for preferences.

2. Developing the ability to choose. Experience success and failure

3. Self-expression creativity--mental and physical

4. Self-expression Creativity

5. Teacher's choice

6. Seeing overall preference of the group. Reorganizing individual differences

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Goal: The student shall explore his personal attitudes and interests to that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify realistic goals when determining tasks to be accomplished and knows the factors that influence his decision.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Correlate with all areas

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# CAREER RELATED ACTIVITIES

## EVALUATION/OUTCOME

## RESOURCES

1. Use appropriate books, related songs and materials to establish and implement goal selection. Free choice from available books and supplies, etc.
2. Related films and filmstrips (Ex. salmon has to go up stream; birds must migrate; animals hibernate; but we can make a choice)
3. Identifying goals - Have the children identify an occupation and tell how a person in this line of work would use numerals, art, etc. Stress using complete sentences.
4. Role playing - Set up a grocery store in your room. This can involve many subject areas. Can actually sell school supplies. Restaurant - Could have milk, cereal, etc.
5. Dramatizations - i.e. truck drivers loading a heavy load using an incline plane lever, pulley, wheel, block and tackle, etc.

1. Listing from library Music teacher
  2. Film catalogs Conservationist Commission Library listings Bell Telephone Co.
  3. Make class book, scrapbook, displays etc. Chalkboard
  4. Peabody Kit - Materials for store (can use empty cartons for grocery store) Supplies and money
  5. Empty boxes marked 500 lbs., etc. Science books & materials
1. Establishment of goals
  2. Realizing freedom of choice Acceptance of factors influencing our decisions (Environment heredity) Self-acceptance
  3. Self-expression Insight into future choice or decisions
  4. Learn responsibility for yourself and others Experience assimilated occupations
  5. Obtaining scientific knowledge. Recognize worth of manual labor

| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME   |
|--|--|--|
| 6. Plant seeds, discuss farming, end results, etc.<br>Gardener, forest ranger, carpenter. Develop science unit in relation to occupations. | 6. Soil, seeds<br>Films appropriate to topic           | 6. Realization of the importance of occupations. Joy of seeing things grow |
| 7. Scrapbook - Individual or class   | 7. Paper, art materials, pictures from magazines, etc. | 7. Coordination, self-esteem, cooperation                                  |

**Goal:** The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

**Objective:** The individual will identify the most appropriate way of expressing feelings in a given situation.

GRADE LEVEL OR SUBJECT      Grade One      AREA OR UNIT OF STUDY      Correlate with all areas

| CAREER RELATED ACTIVITIES  |  | RESOURCES  | EVALUATION/OUTCOME   |
|--|--|--|--|
| 1. Role playing - A new baby in the home, illness in family, moving to new neighborhood, death in family members or pets, being lost or "left out" |  | 1. Costumes, props, etc.<br>Related literature   | 1. Self-expression   |
| 2. Games and puzzles - sharing, games that require skill and games based on chance   |  | 2. Games, puzzles<br>(commercial or prepared)  | 2. Acceptance<br>Learning to win or lose                         |
| 3. Picture file--making of file by collecting pictures--to cut and paste, also pictures made by children   |  | 3. Pictures of workers<br>(commercial and brought in by children)                                      | 3. Bulletin boards<br>Booklets to keep for reference of displays |
| 4. Short stories - (made into booklets) written by children or collected   |  | 4. Ample paper and supplies  | 4. Self-expression<br>Mental and physical development            |
| 5. Storytelling or experience stories  |  | 5. Tape recorder (if recording stories is wanted) Chart paper for teacher to record experience stories | 5. Expression of self  |

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| CAREER RELATED ACTIVITIES   | RESOURCES  | EVALUATION/OUTCOME               |
|---|--|----------------------------------|
| 6. Plays - Have the class make up a play which involves several different occupations | 6. Parent and teacher involvement. Costumes, props, library materials, writing materials, <u>Come Work With Me, I Want To Be, Careers In . . .</u> | 6. Self-expression<br>Creativity |

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will participate in various activities which will help in expanding his interests.

GRADE LEVEL OR SUBJECT      Grade One      AREA OR UNIT OF STUDY

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Field trips to places of interest or resource people making classroom visits

1. Listings of approved places in the area and available resource people  
Career Ed Resource Guide (iocai)

1. Develop interests in activities of the area. Respect for various careers

2. Newspaper - Workers, importance, how we can use

2. Kansas City Star will supply materials for classroom

2. Expand interests and knowledge

3. Telephone company will supply you with materials for unit on telephone

3. Telephone Company

3. Learning importance of communication, courtesy, manners and related occupations. (Lineman, repairman, operators, bookkeepers)

4. Bulletin board used to motivate children  
Ex. What does the veterinarian do?

4. Art materials  
Scrap materials  
Picture file

4. Creativity - Math concept - Motivation and instruction

5. Games constructed to make a point, such as team work, sharing, etc. Ex. spelling baseball

5. Teacher made or commercial games which are appropriate

5. Realization that learning is fun

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| CAREER RELATED ACTIVITIES  | RESOURCES                                     | EVALUATION/OUTCOME                                   |
|--|---|--|
| 6. Riddles, crossword puzzles<br>Ex. On the Zoo<br>(A zoo animal that carries her baby in a pocket) Way of learning facts about zoo, farm, home, community, etc. | 6. Made by teacher and children               | 6. Spelling lesson<br>Word or sentence comprehension |
| 7. Songs composed by the class or published<br>Original poetry set to music  | 7. Music books, music teacher, poems, records | 7. Creativity<br>Enjoyment of rhythmic expression    |

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**Goal:** The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

**Objective:** The student will discuss what he learns about himself as a result of engaging in many new tasks.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME   |
|---|---|--|
| 1. Role playing - Dramatizations---responsibility at home, school, on the playground, or school bus, at the table, in a store | 1. DUSO Kit<br>Peabody language kit<br>Handmade puppets<br>Costumes | 1. Oral expression<br>Greater knowledge of self and growth of expectancy |
| 2. Puppetry - self-made or purchased materials  | 2. Materials conducive to the making of puppets                     | 2. Creative expression<br>Developing confidence                          |
| 3. Storytelling - original and from memory  | 3. Storybooks to be read to children                                | 3. Feeling of success<br>Realization of real and storybook               |
| 4. Oral reading - read original or prepared stories for an audience   | 4. Books and materials on child's level                             | 4. Self-confidence<br>Feeling of accomplishment                          |
| 5. Discussions - My father is . . .   | 5. Tape recorder if materials are to be recorded                    | 5. Realization of knowledge acquired                                     |

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways in which families and individuals may use leisure time.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could coordinate in all subject areas

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Pictures - collect, draw pictures to depict the use of leisure time
2. Role playing - Dramatizations that depict the many ways their parents and families spend their leisure time.
3. Writing stories, illustrating (could depict places children had been on vacations, weekend trips, or holidays)
4. Read stories and dramatize about the many ways other people spend their leisure time.
5. Flannelboard activities and bulletins that display leisure time activities. (correlate with previous activities)
6. Discuss the many professions that deal with leisure time activities--football, baseball, car racing

1. Magazines, catalogs, newspapers, art materials, advertising
2. Children, costumes, props
3. Writing and art materials, dictionaries
4. Reading materials on child's level Library (school, home, public) i.e. Huck Finn
5. Flannelboard and materials

1. Creating a resource of future use.
2. Learning the true meaning of leisure time
3. Sharing information
4. Expanding knowledge
5. Self-expression
6. The student should realize that professions are related to leisure time activities.

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways school attendance affects his activities.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could coordinate in all subject areas

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Report carry-over activities from P.E. classes

1. Invite P.E. teacher into the class to help out

1. To show that learning can be fun and that P.E. activities are meaningful fun and physically necessary.

2. Plan activities for leisure time outside of school.  
Make chart or bulletin board and posters.

2. Chart paper and other art materials

2. The student should realize that what he does in school does affect his leisure time activities.

3. Have students make a class directory of the telephone numbers and addresses of the members of the class

3. No special materials necessary but local directory could be used as a guide

3. The student will recognize that telephone directories are in alphabetical order.

4. Have students make a primary dictionary including the words in their basic word list

4. Have primary dictionary on hand to be used as a guide

4. The student will be able to state two uses of the alphabet.

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| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME  |
|---|---|---|
| <p>5. As a follow-up activity, the teacher would bring books into the classroom that related to the topics of concern. Also classroom teacher could work with music teacher on songs related to the subject matter.</p> | <p>5. Local telephone directory, children's dictionary, <u>When You Make A Telephone Call (Reillyther)</u> <u>Careers With A Telephone Company (Lerner Company)</u></p> | <p>5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet.</p> |

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways in which others affect his decisions.

GRADE LEVEL OR SUBJECT      Grade One      AREA OR UNIT OF STUDY      Language Arts

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

- |  |  |  |
|--|--|--|
| 1. Students will make an ABC book of jobs<br>Cut out or draw pictures  | 1. Old magazines, newspapers   | 1. The student will demonstrate his understanding of alphabetical order by correctly making booklet. |
| 2. Students will make an ABC book of foods   | 2. Old magazines, newspapers, old art assignments  | 2. The student will demonstrate his understanding of alphabetical order by correctly making booklet. |
| 3. As a follow-up activity, the librarian or teacher could make a display of books concerning foods and occupations. | 3. <u>How We Get Our Dairy Foods</u> (Benefic Press)<br><u>How Foods Are Preserved</u> (Benefic Press) Agriculture Posters (Minnesota Department of Education) | 3. The student should become aware of the many occupations centered around foods.                    |
| 4. Also classroom teacher could work with the music teacher on songs related to the subject matter.                  | 4. Your music teacher should be included in this activity. Moms and dads can also be of help.  | 4. Music is not only fun but can be meaningful.  |

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| CAREER RELATED ACTIVITIES                     | RESOURCES   | EVALUATION/OUTCOME  |
|---|---|---|
| 5. Field trips to local grocery store or farm | 5. The neighborhood grocery stores are usually willing to help out. Use them. | 5. The student should know that the grocer depends upon the producers and growers to supply his products. |

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways in which others affect his decisions.

GRADE LEVEL OR SUBJECT      Grade One      AREA OR UNIT OF STUDY      Language Arts

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Have the school secretary come into the classroom and explain how she uses the alphabet in her work.
2. The students will visit the school office and the secretary will demonstrate the various uses of the alphabet.
3. The students will build a classroom store-front office and build a filing system. Typewriters can be used to make records.
4. As a follow-up activity, the teacher would bring books and cassettes and posters that relate to occupations in secretarial science.

1. The secretary will bring files.
  2. There are many good workers within the school and they are usually willing to help out.
  3. Typewriter, file folders, cardboard boxes, telephone book, card files, rotary file
  4. I Want To Be a Secretary, (Children's Press book and cassettes)
1. The student will be able to relate the importance of the alphabet to the field of secretarial science.
  2. The student will become familiar with the uses of the alphabet in filing and recordkeeping.
  3. The student will become familiar with office equipment and its use.
  4. The student will learn that a secretary must have many skills and be able to operate many different types of machines.

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| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME   |
|---|---|--|
| 5. Also classroom teacher could work with the music teacher on songs related to subject matter. | 5. Posters - business (Minnesota Department of Education) | 5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet. |

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will name his reasons for selecting a specific goal.

GRADE LEVEL OR SUBJECT      Grade One      AREA OR UNIT OF STUDY      Language Arts

| CAREER RELATED ACTIVITIES  | RESOURCES   | EVALUATION/OUTCOME   |
|--|---|--|
| 1. Have the librarian come into the classroom and explain the role of the alphabet in the organization and operation of the library. | 1. Have the librarian bring several books from the library with call numbers.   | 1. The student will demonstrate his understanding by verbally relating the use of the alphabet in the library. |
| 2. The students will visit the library and check out books.  | 2. Have the librarian make a display of books relating to the operation of the library and use of the alphabet.             | 2. Students will have an understanding of the procedures of checking out books from the library.               |
| 3. The class will take a field trip to the city library.   | 3. Make arrangements with the librarian and have her conduct a tour and include the various jobs that exist in the library. | 3. The students will become aware of the various occupations existing within the library.                      |
| 4. As a follow-up activity, the teacher would bring books that relate to the alphabet into the classroom.                            | 4. At the Library (Reilly & Lee) Also check with librarian for assistance   | 4. The student will become aware of the many uses of the alphabet.   |

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| CAREER RELATED ACTIVITIES   | RESOURCES  | EVALUATION/OUTCOME  |
|---|--|---|
| <p>5. Also the classroom teacher could work with the music teacher on songs relating to the subject matter.</p> | <p>5. The music teacher should be included in this activity. Also check with other teachers for ideas.</p> | <p>5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet.</p> |

**Goal:** The student shall understand and recognize that each individual has a set of values unique to him.

**Objective:** The student will demonstrate that his perception of others will show acceptance and respect for values of others.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Self and Family  
(Could be coordinated in all subject areas)

| CAREER RELATED ACTIVITIES   |  | RESOURCES  | EVALUATION/OUTCOME  |
|---|--|--|---|
| Art 1. Make an ABC Book of Jobs booklet<br>*S.S. 1. Books could be related to jobs of parents<br>2. Books could be used to identify jobs the child is interested in |  | 1. Society for Visual Education, Chicago IL <u>What to Be</u> Book Bag         | 1. The student will be able to orally identify the roles of his family.               |
| S.S. 2. Make an individual scrapbook of child's family  |  | 2. The Baker Taylor Co. Visual Service Division, Mommens, IL "What Shall I Be" | 2. The child will be able to express a variety of career opportunities.               |
| S.S. 3. Child could spend part of a day with parent at work   |  | 3. National Dairy Council, Chicago, IL <u>What Will I Be From A To Z</u>       | 3. The child will be able to demonstrate an understanding of the work his parents do. |
| *L.A. 4. Role play situations in which child depicts kinds of jobs mother does, mother does . . .   |  | 4. Use game of charades for this activity                                      | 4. The child should be aware that not all moms and dads perform the same duties.      |
| Art 5. Make murals of "Kinds of Jobs at Home"<br>*S.S. - Social Studies<br>*L.A. - Language Arts<br>Sci. - Science  |  | 5. Open discussion for jobs and families                                       | 5. The child will demonstrate his awareness of family work roles.                     |

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| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME  |
|--|--|---|
| Math 6. Count the letters in Father or Mother. Find a L.A. job that begins with each letter. | 6. Filmstrips, Eye Gate "Families in Action" Level I "Let's Meet Some Families" <u>Encyclopedia Britannica</u> Identity Unit "Where You Are in Your Family" Every Family is Special Open discussions of families | 6. The child will demonstrate his awareness of several occupations he is familiar with. |
| 7. Bring parents into the classroom to describe their particular job role.                   |  |   |

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: Discuss attitudes or feelings about work in which we participate at home, school and community.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Self, Family and Feelings  
(Could be coordinated in all subject areas)

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

L.A. 1. The student will discuss work he does for or with his family.

1. Society for Visual Education, Chicago, IL Multi-media Kit M-45 Family and Community

The student should be aware:  
1. Many kinds of work are necessary.

L.A. 2. Child will list activities which he enjoys doing in school and at home.

2. Life Series 207-1 "Families Have Fun" 207-2 "Family Members Work" Picture Story Study Prints SP-125 A Family at Work and Play

2. Different people enjoy different types of work.

S.S. 3. Child can bring to school things which are pertinent to his parent's job.

3. Encyclopedia Britannica, Chicago, IL Films 16mm "The Kingdom of Could Be You"

3. Many jobs require certain types of tools or protective clothing.

L.A. 4. Child can write a story about what he wants to be.

4. I Want to Be Book Series, Children's Series

4. Even young people have attitudes and ideas about work

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| CAREER RELATED ACTIVITIES  | RESOURCES   | EVALUATION/OUTCOME  |
|--|---|---|
| L.A. 5. Children can discuss the school work they particularly enjoy.  | 5. Viking Press, New York, <u>I Like to Be Me</u> , Ferdinand   | 5. Each person is an individual and has his own likes and dislikes. |
| Art L.A. 6. Child can draw a picture entitled "Proud to be Me." He can describe some differences between himself and classmates.                           | 6. Child should have access to scales, measures and mirrors to denote difference in height, weight, hair color and skin color.                            |   |
| Art 7. Child can make and illustrate work activities which are personally satisfying to him.   | 7. Singer filmstrip <u>Developing Basic Values</u> 727-1 "Respect for Property" 727-3 "Acceptance of Differences" 727-4 "Recognition of Responsibilities" |   |
| L.A. 8. Discussion of work attitudes, feelings and behaviors. Child can complete sentences:<br>1. A good helper does . . .<br>2. A good helper feels . . . | 8. <u>Hat Happenings</u> Trend Enterprises St. Paul, Minnesota "How Do You Feel? Hats" Price \$5.95   |   |

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will describe ways in which he is able to assume responsibility in the maintenance of his home, school and community.

GRADE LEVEL OR SUBJECT      Grade One      AREA OR UNIT OF STUDY      Self and School  
(Could be coordinated in all subject areas)

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

L.A. 1. Pantomime working or playing together

1. Singer Filmstrip F796-3 "Manners on the Playground"

1. The student will demonstrate his ability to work and play with others.

L.A. 2. Dramatize safe play, respecting property, taking turns and working together

2. American Guidance Service, Circle Pine, MN Duso Kit D-1

2. The student will be able to demonstrate and/or list his responsibilities at home and at school.

Art 3. Make a helper's chart to give responsibility. Use S.S. helping hands for daily classroom jobs--child traces hand, name is put on hand and one hand is chosen each day for daily classroom jobs.

Art 4. Use ladder bulletin board for designating new job S.S. responsibilities acquired. Child can draw ladder and with new job responsibility acquired he climbs one rung of the ladder.

4. Society for Visual Education, Chicago, IL "Learning to Live Together" Part 1 & Part 2 F801-1 F802-1 F801-2 F802-2 F801-3 F802-3 F801-4 F802-4 American Guidance Service, Circle Pine, MN "Family and Home Cards"

L.A. 5. Test in categories: Things we have done for ourselves and others Things we do together Things that are done for us

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and describe situations in which the decisions affect himself and others.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Self Awareness  
(Could be coordinated in all subject areas)

| CAREER RELATED ACTIVITIES |   | RESOURCES   | EVALUATION/OUTCOME  |
|---------------------------|---|---|---|
| Self Awareness L.A.       | 1. Discuss what happens when the common courtesies of others are neglected.   | 1. Singer (Filmstrips) F7961 - "Manners at Home" F796-3 "Manners at School"   | 1. The student will be able to demonstrate cooperative behavior with others and understand the feelings of those with whom he comes in contact. |
| L.A.                      | 2. Read story and have students supply possible endings   |   | 2. The student will be able to demonstrate his understanding of various situations by creating these endings.                                   |
| L.A.                      | 3. Oral Responses<br>What would you do if<br>1. A friend loses something?<br>2. A friend gets hurt?<br>3. You have a ball and your friend has none?<br>4. If you feel grumpy? | 3. Singer (Filmstrips) "Learning to Live With Others," F800-3 "Learning What Giving is All About" F800-4 "Learning to Be Responsible" |   |
| L.A.                      | 4. Designate an activity the child doesn't like and have him try to perform it with a different attitude.   | 4. F800-1 "Learning to Be Your Best Self"   |   |

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will describe situations when group decisions should be made.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could be coordinated in all subject areas

| CAREER RELATED ACTIVITIES  | RESOURCES   | EVALUATION/OUTCOME  |
|--|---|---|
| <p>L.A. 1. Discuss what happens when students do not work as a team on other assigned classroom jobs.</p> <p>S.S. 2. Provided with the materials of a work setting, the students will organize a simulation to demonstrate how the work of each person contributes to a common goal.</p> <p>S.S. 3. After visiting school and community work settings, the student will discuss how people who are working together work to achieve common goals.</p> <p>4. Have a snack time and decide who makes things, who serves people and who provides information.</p> | <p>Wedgeood Play Figures<br/>No. G104 Family Group<br/>No. G111 Community<br/>Workers <u>GW School Supply</u></p> | <p>The student will identify attitudes and behaviors which help him and others to perform a group task.</p> |

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials and processes.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could be coordinated in all subject areas

| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME  |
|--|--|---|
| <p>L.A. 1. Discuss why workers' jobs have changed</p> <p>L.A. 2. Role play people working in different historical eras at different jobs.</p> <p>S.S. 3. Visit a museum and study early living of workers and their tools.</p> <p>S.S. 4. Present a style show depicting modern and old-fashioned dress. Discuss reason for changes in dress.</p> <p>S.S. 5. Through holiday stories and songs, the student will identify and illustrate customs and traditions practiced in the home and the effect they have on work.</p> <p>S.S. 6. After a study of early American life, the student will identify various customs and traditions of the period and show through role play how they affect work.</p> | <p>All resources from GW Supply</p> <p>Flannelboard set</p> <p>#151 Community Workers</p> <p>#150 Community Helpers</p> <p>Desk top activity kits</p> <p>#1032 Community Helpers at Work</p> <p>#1050 Seasons</p> <p>#1031 A Day At the Zoo</p> <p>#1030 Visiting the Farm</p> <p>Hand Puppets</p> <p>H100F Family Set</p> <p>H100C Community Workers</p> <p>Finger Puppets</p> <p>Family Set</p> <p>#1-346 Games for Special Days</p> <p>Stories Around the Calendar, What To Do for Primary, Plays, Face Puppets, The Family</p> <p>#1185 Pictures - Indians of the Eastern Forest, #780 Holiday Poster Sets, #702 Pictures History on Display</p> | <p>The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.</p> |

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| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME |
|--|--|--------------------|
| <p>L.A. 7. Through creating holiday greeting cards, the student will illustrate how our customs and traditions affect the world of work.</p> <p>L.A. 8. The student will talk with older people in the community or invite them to come to school to discuss work as it was done "long ago" in connection with customs and traditions.</p> <p>Sci. 9. After studying the early methods of food preservation, the student will compare them with modern methods of preservation by making a pictorial chart using magazine cutouts.</p> <p>Music 10. After listening to taped or recorded songs and dances of the early American period, the student will discuss how these songs and dances aided the people of this period with their work.</p> | <p>Resource people<br/>Speaking on subject of<br/>"Work in the Past"</p> |                    |

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify situations in which environmental conditions affect his decisions.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

| CAREER RELATED ACTIVITIES   | RESOURCES  | EVALUATION/OUTCOME  |
|---|--|---|
| <p>Art 1. Discuss clothing to be worn on different types of days. Make pictures to illustrate.</p> <p>Art 2. Make shadow boxes with dolls appropriately dressed for different weather conditions.</p> <p>Sci. 3. Discuss jobs affected by the weather:<br/>truck drivers farmers<br/>pilots ship captains<br/>fishermen resort owners</p> | <p>Flannelboard #285<br/>We Dress for the Weather<br/>Weather Station #7700<br/>Day by Day Calendar<br/>#9374<br/>Classroom thermometer<br/>GW School Supply</p> | <p>The student will describe ways the environment affects his work and play at home and school.</p> |

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: Identify people who are working together toward a common goal and explain how the work of each person contributes to that goal.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

| CAREER RELATED ACTIVITIES  |  | RESOURCES   | EVALUATION/OUTCOME   |
|--|--|---|--|
| S.S. 1. Surprise Worker Game - Divide room into 2 teams. The first person on the team calls out an occupation. The first person on the other team calls out a related one. He is out if he cannot think of one.<br>Ex. Nurse - Doctor<br>Teacher - Principal |  | 1. <u>Come to Work With Us Series - Houghton Mifflin</u>                                  | 1. The children will be able to name 5 pairs of people that must work together toward a common goal.   |
|  |  | 2. Dress-up hats, clothes, Duso Kit   | 2. The children will discuss the people that work together toward a common goal.   |
| S.S. 2. Role play people cooperating<br>Ex. Dentist and Dental Assistant   |  | 3. Camera, slide projector  | 3. The children will discuss the people that work together toward a common goal.   |
|  |  | 5. <u>Friendly Helpers Around Town</u><br><u>Friendly Helpers for Health &amp; Safety</u> | 4. The children will be able to name things that they can do to help the community helper.<br>5. The children will be able to name people in a "Job Family." |
| S.S. 3. Teacher makes a slide presentation of workers in institution such as a hospital where children cannot visit.   |  |   |  |
| S.S. 4. Make map of people in community--draw pictures of how the children can help the community helpers.   |  |   |  |
| L.A. Reading   |  |   |  |
| S.S. 5. After a tour of the post office, etc., have the children name and discuss the many people in a "Job Family" (groups that work together)  |  |   |  |
| L.A.   |  |   |  |

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## CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

S.S. 6. After studying appropriate audiovisual material, the student will list people who are working together and illustrate (e.g. bulletin board, booklets, drawings, puppet show) how the work of each person contributes to a common goal.

6. Eye Gate quickstrip  
Where Does It Come  
From Series  
1. Milk 2. Bread  
3. Meat 4. Water  
books and magazines

6. The children will be able to discuss groups of people who must work together.

Come to Work With Us  
Series - Houghton  
Mifflin

S.S. 7. Using stick puppets to portray workers, the students will enact an original skit. What would happen if one of the people did not do their job?

7. Paper, cloth, buttons, sticks

7. The children will be able to discuss problems that might arise if just one person did not perform his duty.

Art 8. Montage - choose an occupation. Children cut out related pictures. Ex. pictures related to schools or hospitals

8. Magazines, newspapers

8. The children will discuss why people work together.

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: Identify how attitude, abilities, and experiences affect performance.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

| CAREER RELATED ACTIVITIES  |  | RESOURCES   | EVALUATION/OUTCOME  |
|--|--|---|---|
| L.A. 1. Duso Kit (Selected activities)   |  | 1. Available at State Fair Community College or American Guidance Services  | 1. The child will show favorable and unfavorable attitudes, etc., by using puppets.       |
| L.A. 2. Puppets - Make 2 or more puppets showing difference in attitudes and abilities:<br>S.S. Happy - Sad<br>Art Obedient - disobedient<br>Playing an instrument - dancing |  | 2. Teacher materials, paper, paste, cloth, buttons, scraps<br>Duso Kit  | 2. The children will portray people with different abilities doing what they do best.     |
| L.A. 3. Role playing showing how people with different abilities can do different things.  |  | 3. People puppets, Trend Enterprise   |   |
| L.A. 4. Discuss jobs and required skills   |  | 4. I Want to Be by Children's Press<br>Come To Work With Us Series by Houghton Mifflin, resource people, use school library magazines | 4. The children will list several jobs (orally) and give the skills required for each.    |
| Art a. Make costumes of various occupations or have children dress as parents' occupations   |  | a. School art supplies, things brought from home  | a. The student will make a costume and portray what the worker wearing that costume does. |

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## EVALUATION/OUTCOME

## RESOURCES

## CAREER RELATED ACTIVITIES

|   |  |   |   |
|---|--|---|---|
| L.A.<br>Art                               | b. Make "Me" books, books about the individual and what he can do  | b. Magazines, art supplies  | b. The student will make a booklet about himself including his family, home, pets, interests and picture of self.   |
| L.A.<br>Art<br>Math<br>Science<br>Reading | c. Store fronts - bring in carpentry and use of tools, measures, read directions, talk about ordering. Have carpenter visit, possibly. | c. Could visit retail store prior to building store front, possibly retail lumber | c. The student will assist in construction of store front showing ability to use various tools, measures and skill. |
| L.A.                                      | d. Invite parents to your class to discuss their jobs.   | d. Resource people  | d. The student will discuss the various duties of each worker who visits the class.                                 |
| Art                                       | e. Take pictures of people at different jobs   | e. Camera   | e. The children will identify the worker in the picture and discuss the duties involved in their jobs.              |

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: To develop interest through meaningful work activities.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- L.A. 1. Play store - bring boxes and cover the labels and make new labels so that children have to read the product names. Incorporate math by comparing prices, adding, etc.
- L.A. 2. Field trips and follow-up
- S.S. a. Florist - plant flowers, use tools
- Math b. Bakery - bake bread
- Reading c. Telephone company - get phones from phone company or make phone books and use play phones
- d. Post office - write and mail letters
- e. Shoe factory - polish shoes
- f. Fire station - check home for fire hazards
- g. Highway Patrol - bike radio (contact patrol)
- h. Radio and TV station - tape recorder and school's own audiovisual materials and equipment
- i. Bank - write checks or make change, etc.
- j. Visit newspaper

1. Children will be able to name these workers needed to run a store.

2. The children will draw pictures of people at work both those seen on the field trip and their own work activities.

1. Empty boxes, paper, scissors
2. Make a list of community businesses that are willing to have visitors; then, make this list available to all the teachers.

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities. Objective: Identify several occupational choices available in his school.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

| CAREER RELATED ACTIVITIES   |  | RESOURCES  | EVALUATION/OUTCOME  |
|---|--|--|---|
| S.S. 1. Make a tour of the school and talk with various school workers; you might try visiting one worker each day.   |  |  | 1. The children will name the principle school workers and briefly describe their jobs.         |
| S.S. 2. Make a bus out of cardboard boxes. Let the children take turns being the driver.  |  | 2. Boxes, paint, etc.<br>3. Mural paper, paint or crayon                             | 2. The children will list some of the duties of the bus driver.                                 |
| S.S. 3. Draw a large map of school. Have the children place cutouts of each worker in his appropriate place. Ex. put picture of principal in spot where his office is |  | <u>Community Workers Filmstrip Series</u> , Singer Group 1 - "School Workers" F210-1 | 3. The student will place each worker in his proper place in the school                         |
| Music 4. Children write songs to go along with various school workers or learn songs available in music books.  |  | 4. Music books<br>Records, "I Go To School" Educational Record Sales \$5.95          | 4. The children will learn to sing songs about various workers.                                 |
| S.S. 5. Make notebooks and write about school workers as L.A. a class or individual project   |  | 5. Art materials   | 5. The children will draw pictures of and write a brief summary of each worker in his notebook. |

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| CAREER RELATED ACTIVITIES   | RESOURCES        | EVALUATION/OUTCOME  |
|---|------------------|---|
| Art 6. Make bulletin boards depicting school workers<br><br>L.A. 7. Let children be principal for the day. Teacher<br>S.S. for the day, etc. Role playing | 6. Art materials | 6. The student will participate in construction of bulletin board.<br><br>7. The children will be able to portray some of the duties of each school worker. |

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The student will identify several occupational choices in other areas besides his school and immediate community.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

S.S. 1. Make a tour of community businesses and services (P.O., bank, library, florist, dairy, pharmacy, etc.)

1. List of businesses that would allow children to visit

1. The student will be able to list the workers in each place visited and describe their major duties.

S.S. 2. Children take a day or half day to visit parents at work. Return and report to others

2. The student will be able to discuss his parents' job in front of the entire class.

S.S. 3. Discuss how child depends on workers and how workers depend on him

3. Community, a teaching guide from See Saw Book Club. Community Helpers Posters, Trend Enterprises, Instructional Materials to Puppet Playmates

3. The children will describe how workers depend on him and how he depends on them.

S.S. 4. Make puppets of different workers

4. Scholastic "Finger Puppets" Construction materials

4. The student will make a puppet depicting some community worker and use it to show what the workers do.

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# EVALUATION/OUTCOME

## RESOURCES

## CAREER RELATED ACTIVITIES

S.S. 5. Play "This is What My Father Does" It is played in a circle like "Mulberry Bush," but the children use fathers' occupations instead.

S.S. 6. Invite resource people in to discuss jobs

Art 7. Bulletin boards depicting different occupations

Art 8. Make a large map of community. Have them place pictures of workers where they work. May visit some of these.

L.A. 9. Make a TV roller showing various occupations

Music 10. Find "Worker" songs in song books and teach to children. Music teacher could be a big help in finding them.

5. The student will name father's or mother's occupation and one thing they do during the game.

6. After the visit of the resource people, the student will list orally some of his major duties.

7. The children will participate in construction of bulletin board.

8. The student will place the workers in their proper places on the community map.

9. The students will each draw one picture of a community helper on his job for the roller.

10. The children will learn several "worker" songs and be able to sing them.

6. List of available resource people

7. Pictures, construction materials

8. Mural paper, construction materials, pictures of workers, Come Work With Us Series, Houghton Mifflin (books) Community Helpers and Workers, Group 2 Singer (filmstrips)

9. Paper towel rollers, box, paper, tape

10. Music books from various companies. Record "Action Songs for Growing Up" Educational Record Sales \$5.95

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| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME  |
|---|---|---|
| <p>S.S. 11. Construct work sites similar to ones where children's parents work. May visit site first, if possible.</p>  | <p>10. "Let's Be Firemen and Policemen" Educational Record Sales \$2.49<br/>"All Aboard" - farm and zoo activities Ed. Record Sales \$2.49<br/>"Knowing Our Community Helpers" Ed. Record Sales</p> | <p>11. The children will participate in the construction and use of work sites.</p>                                     |
| <p>S.S. 12. Make something using an assembly line technique with each child having one specific job to do.</p>          | <p>12. Materials for project</p>  | <p>12. The children will successfully perform their part of the assembly line in order to keep it running smoothly.</p> |
| <p>S.S. 13. Take a walking tour of community or part of community to identify businesses and types of workers seen.</p> |   | <p>13. The children will identify several community businesses and list the types of workers in each.</p>               |

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The student will identify several occupational choices in other areas besides his school and immediate community.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY \_\_\_\_\_

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

L.A. 1. Make an ABC book of occupations

1. "What I Want to Be From A-Z" Dairy Council Publications  
Construction materials

1. Each child will make one page in the book.

L.A. 2. Have children read, I Want to Be Books  
Reading

2. Available from State Fair Community College (to borrow) or Children's Press (to buy)

2. Each child will read and report to class on at least one I Want to Be book in his interest area.

L.A. 3. ~~Put~~ out magazine pictures of workers and have children write stories about it.

3. Magazine pictures  
Community Helpers,  
Posters, SVE

3. The student will take at least one picture and write a short story about it.

L.A. 4. Make or obtain hats depicting different professions. Let the children try on the hats and tell about the workers.

4. Construction materials, hats obtained from different professions (fireman, policeman)

4. The children will put on each hat and depict one duty of that worker.

L.A. 5. Write riddles, poems and stories about various workers. For slower students, they might record on tape recorder and teacher type for a booklet.

5. Scholastic Magazine  
"What I Want to Be"  
Dairy Council "What Happens" Series  
(available at SFCC)  
Tape recorder

5. The children will write as a class or individual a poem, riddle, or story to be included in the booklet.

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GRADE TWO

GOALS AND OBJECTIVES--GRADE TWO

Goal One: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

1. The student will identify and respect the ways in which he is a distinct individual.
2. The student will give examples of his interests and will participate in activities which expand his interests.
3. The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

Goal Two: The student shall understand and recognize that each individual has a set of values unique to him.

1. Recognize that people do not have the same interests or abilities.
2. The individual will describe ways in which his expressed feelings affect others.
3. The student will identify attitudes and behaviors which help him and others to perform a task.

Goal Three: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

1. The individual will identify and discuss the role he plays in the functioning of his family.
2. The individual will identify and discuss roles fulfilled by all members of his family.
3. Individual will identify and discuss his responsibility in the maintenance of school and community environments.

Goal Four: The student shall recognize that educational experiences are a means of achieving life goals.

1. The individual will identify and discuss the educational value of:
  1. family trips
  2. television shows
  3. resource people

2. The individual will identify situations in which there is more than one way to accomplish a task and will list reasons for selecting a specific alternative.
3. The individual will identify factors which affect his decisions.

Goal Five: The student shall examine the concepts of community work roles and the many occupational possibilities.

1. The individual will know and understand the job of his parents or guardians.
2. The individual will know and understand the jobs in his community.
3. The individual will be provided with information about a wide variety of occupations.

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will identify and respect the ways in which he is a distinct individual.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Language Arts

| CAREER RELATED ACTIVITIES   |  | RESOURCES   | EVALUATION/OUTCOME  |
|---|--|---|---|
| L.A. 1. Write a series of stories<br>a. Me - what I like<br>color, food, seasons, games, clothing<br>b. My family<br>who is in the family, where they live, what they do<br>c. My friends<br>who they are, why they are, your friends | Art 2. This could be done orally<br>1. Each story can be illustrated<br>2. Self-portrait<br>3. Collage of favorites<br>4. "Proud to be me" picture<br>5. Have each child lie on a sheet of paper and have the teacher or another child trace around him. The child will fill in the details and cut out the outline. | paper for illustration<br>cardboard for collages<br>mirrors, magazines<br>photographs of self and/or others<br>family<br>bring in magazines<br>"Accepting Ourselves"<br>filmstrip and cassette<br>"I'm the Only Me!"<br>"How Do We Look?"<br>from set of films<br>"The Most Important Person" | The student will be able to give examples of things he likes to do and things he does well. |
|   |  | Book--Is This You?<br>Duso Kit I<br>Roll wrap<br>Filmstrip "Who Do You Think You Are?"  |   |

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will identify and respect the ways in which he is a distinct individual.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Use scales, mirrors and tape measures to arrive at conclusions regarding differences in height, weight, hair color and skin color
2. From a list of descriptive statements, the student will select those which best describe his physical appearance and personality.
3. From a list of questions pertaining to human behavior, the student will select and answer those he feels accounts for his individuality or distinctiveness.

1. Bathroom scales, mirrors, tape measures
2. Children suggest and word chart
3. Teacher-made list  
"Accepting Ourselves"  
Filmstrip and cassette  
"I'm the Only Me!" film  
from set The Most Important Person  
Book Big and Small,  
Short and Tall  
Duso Kit I

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**Goal:** The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

**Objective:** The student will give identity and respect the ways in which he is a distinct individual.

| GRADE LEVEL OR SUBJECT   | Grade Two | AREA OR UNIT OF STUDY  | Science            |
|--|-----------|--|--------------------|
| CAREER RELATED ACTIVITIES  |           | RESOURCES  | EVALUATION/OUTCOME |
| 1. Make footprint - draw his footprint and compare with others   |           | 1. Paint, paper, scissors  |                    |
| 2. Uses of timing devices:<br>a. Calculation of strength - have child try to attempt activities on monkey bars, tug of war between two children. Apply strength on hand grips.<br>b. Measuring - each child measures himself and compares his measurement with others<br>c. Air capacity - have children count how many times it takes to inflate a balloon<br>d. Body temperature - each child takes his own temperature<br>e. Pulse - teach each child to take his pulse and compare with others<br>f. Weight - make a chart comparing and recording each child's weight |           | 2. Monkey bars, rope-pull, hand grip<br><br>Tape measure, wall chart<br>Balloons<br><br>Thermometer<br><br>Watch (second hand) |                    |

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness. Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Science and Math

| CAREER RELATED ACTIVITIES  | RESOURCES                                     | EVALUATION/OUTCOME  |
|--|---|---|
| <p>1. Make a people-data-things chart to show how much time is spent at a particular kind of activity or interest.</p> | <p>1. Graph paper, clock with second hand</p> | <p>1. The student will be able to identify and discuss the reasons why some work activities are personally satisfying to him.</p> |

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Art

| CAREER RELATED ACTIVITIES   |  | RESOURCES                 | EVALUATION/OUTCOME |
|---|--|---------------------------|--------------------|
| 1. Construct bulletin board<br>a. snapshots of child participating in favorite activity |  | 1. Prepare bulletin board |                    |
| 2. Creative pictures of possible individual interest                                    |  | 2. Drawing paper          |                    |
| 3. Role play of possible interest of individual child                                   |  |                           |                    |

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness. Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts

| CAREER RELATED ACTIVITIES   | RESOURCES | EVALUATION/OUTCOME |
|---|-----------|--------------------|
| <ol style="list-style-type: none"> <li>1. The student will discuss the school work he particularly enjoys and tell why he likes it best.</li> <li>2. The student will discuss orally or write a short paragraph on "New Things I Have Learned To Do at School"</li> <li>3. The student will discuss work he does for or with the family and tell why he enjoys it.</li> </ol> |           |                    |

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness. Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Social Studies (Self)

| CAREER RELATED ACTIVITIES   | RESOURCES                     | EVALUATION/OUTCOME |
|---|-------------------------------|--------------------|
| 1. Prepare a scrapbook illustrating a variety of jobs personally satisfying to student at<br>a. home<br>b. school<br><br>2. Construct a diarama depicting a special interest or hobby | Paper for scrapbooks<br>Boxes |                    |

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feeling.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES

1. Complete sentences such as:  
 A good helper does \_\_\_\_\_.  
 A good helper feels \_\_\_\_\_.  
 A good helper says \_\_\_\_\_.
2. List group activities which he enjoyed doing in school, at home and in the community and identify behaviors and attitudes which enabled him to perform his tasks.
3. Given a projected image, the student will tell his interpretation of the picture and compare his interpretation with other members of the class.

RESOURCES

Writing paper  
 Pictures  
 Moods and Emotions  
 Set of Pictures  
 Book, The Hating Book  
 Duso Kit D-1  
 Unit 2 and 7  
 Magazine pictures

EVALUATION/OUTCOME

1. The student will be able to indicate things that he feels are important to him and others in his community and discuss why he thinks these things are important.

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Social Studies

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Select a record depicting a variety of sounds such as "Peter and the Wolf"
2. Make a list of workers with whom student comes in contact during the week and pantomime the attitudes and behaviors which help the workers perform their tasks
3. After listening to sounds on a record, students will interpret sounds and compare their interpretations with those of peers.
4. Given an assortment of toys, students will classify them into "infant toys" and "primary toys." Students will discuss how their perception of fun changes as they grow older.

1. Record player  
Record on sounds  
Paper  
Toy
2. Paper  
Toys from home

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Art

| CAREER RELATED ACTIVITIES   |  | RESOURCES   | EVALUATION/OUTCOME |
|---|--|---|--------------------|
| 1. Using pictures to create simple interpretation of a story, compare.  |  | 1. Writing paper  |                    |
| 2. Various art medias such as clay, pipe cleaners, etc. Creations representing something important to him. Discuss why it is of importance to the individual. |  | 2. Art media, clay, pipe cleaners, etc.   |                    |
| 3. Draw cartoon type pictures showing different personality types (friendly, shy, bully, helpful, brave) Showing their active participation at play period.   |  | 3. Drawing paper, crayons, colored pencils  |                    |
| 4. Expressing emotion through facial expression. Construct a face portraying one of the emotions. (Sad, happy, excited, surprise, etc.)                       |  | "How Do You Feel? Hats"<br>Filmstrips:<br>"You Got Mad, Are You Glad?"<br>"What Do You Do About Rules?" |                    |

BEST COPY AVAILABLE

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: Recognize that people do not have the same interests or abilities.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts

| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME |
|--|--|--------------------|
| <ol style="list-style-type: none"> <li>1. Show pictures of famous people</li> <li>2. Discuss that everyone has some talent and an aptitude for a particular thing</li> </ol>                                 | <ol style="list-style-type: none"> <li>1. Newspapers and magazines</li> <li>2. Films:<br/>"Oops, I Made a Mistake," "Why Not Try?," "I'm the Only Me!," "You Want To Be?," "Understanding Yourself and Others," "Who Do You Think You Are?"</li> </ol> |                    |
| <ol style="list-style-type: none"> <li>3. Have a talent day when everyone might do whatever he feels he does the best. (e.g. read a poem, sing, dance, play an instrument, discuss a sport, etc.)</li> </ol> | <ol style="list-style-type: none"> <li>3. Book:<br/><u>I Want to Be Series</u><br/>Set 24</li> </ol>   |                    |

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: Recognize that people do not have the same interests and abilities.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Science

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

Attempt through demonstrations to show that persons of certain physical structure are more able to participate in certain activities.

Pictures  
Films: "I'm the Only Me!" "How Do We Look?"  
Filmstrips  
Books  
Resource person: P.E. teacher  
Duso Kit D-1, Unit VI  
Understanding Mastery  
Competence and Resourcefulness  
"The Swimming Kangaroo"  
"Peekaboo Emu"

The student will be able to recognize that he perceives things differently from other people.

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Goal: The student shall understand and recognize that each individual has a set of values unique to him. Objective: Recognize that people do not have the same interests or abilities.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Physical Education and Art

CAREER RELATED ACTIVITIES      RESOURCES      EVALUATION/OUTCOME

Booklet containing pictures of activities achieved in P.E. class. Showing levels of abilities. I Can Booklet:

- I can jump.
- I can jump on one foot.
- I can hop like a bunny.
- I can leap like a frog.
- I can run like a deer.
- I can roll like a ball.
- I can be a seal.
- I can be a lame dog.
- I can turn a somersault.

Drawing paper, crayons, water colors  
Be sure each of these activities is performed in P.E. class  
Duso Kit D-1 Unit V: The Swing  
Unit IV: Prince Lazy Bones

BEST COPY AVAILABLE

Goal: The student shall understand and recognize that each individual has a set of values unique to him. Objective: Recognize that people do not have the same interests or abilities.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES RESOURCES EVALUATION/OUTCOME

1. Role play a situation displaying an interdependent chain-- each link representing different values. Show what happens when a link is broken.
2. Organize small group activities in which each child has an opportunity to work both as a leader and a participant.

Film: "What Happens Between People?"  
Thinking of Others  
Share It With Someone  
Learning to Live With Others  
What Do You Expect of Others?  
Guess Who's in a Group?  
Duso D-1: Unit III  
Ballad of Captain Blopper  
Captain Blopper's Cake  
Field trips:  
Pepsi-Cola Bottling Co.  
Tullis Hall Dairy  
Zephyr Manufacturing Company

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Goal: The student shall understand and recognize Objective: The individual will describe ways in which his that each individual has a set of values expressed feelings affect others. unique to him.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Language Arts

CAREER RELATED ACTIVITIES

After assembling in groups and making preparation for pantomime, the students will discuss how they were able to cooperatively work and play as group members.

RESOURCES

Films: "The Trouble With Truth" You Got Mad, Are You Glad?" "It's Not Much Fun Being Angry" "Feeling Good, Feeling Happy!" "Different Kinds of Love" "Doing Something Nice" "Thinking of Others" "What Do You Mean?"

Happy Little Family  
That's What Friends Are For

Duso: Unit III  
Captain Blooper's Helper  
A Spoonful of Sugar  
Unit II: Gordo and Molly

EVALUATION/OUTCOME

BEST COPY AVAILABLE

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will describe ways in which his expressed feelings affect others.

| GRADE LEVEL OR SUBJECT  | Grade Two | AREA OR UNIT OF STUDY   | Social Studies  |
|---|-----------|---|---|
| CAREER RELATED ACTIVITIES   |           | RESOURCES   | EVALUATION/OUTCOME  |
| 1. Following small group buzz sessions about "What I Think Makes a Good Person," in my family and community, the student will discuss values which have been identified by the whole group. |           | 1. Films: "What Do You Do About Rules?"<br>"You Promised!"<br>"But It Isn't Yours"<br>"Where Are You in Your Family?"<br>"That's Not Fair"<br>"Every Family is Special" | 1. The student will identify ways he and others make contributions in work and play activities. |
| 2. The student will read a story about friends doing something together and identify the attitudes and behaviors which underlie their friendship.   |           | 2. Book & Record<br><u>A Bargain for Frances</u><br><u>That's What Friends Are For</u>  |   |
| 3. Develop a flip chart which depicts those attitudes and behaviors which have helped him to be a friend to others.   |           | 3. Duso D-1 Unit II - all stories<br>Unit III - <u>"The Snow House"</u>   |   |

BEST COPY AVAILABLE

Goal The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will describe ways in which his expressed feelings affect others.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts and Art

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

1. Have a group discussion on the topics, "I like people who" and "I don't like people who."
2. Have children select pictures from magazines that show people performing both activities approved and disapproved of by the children.
3. Construct bulletin board on values utilizing picture selected by the student. Ask children to dictate sentences about the pictures and place captions with the pictures on bulletin board.

"What Is A Friend?" "What Do You Expect of Others" "But I, I'm Not Yours" "That's No Fair" "Nothing Ever Seems to Work Out for Me" Mine, Sad Day, Glad Day, The Hating Book, Is This You? Dupe Unit 1: First In Line, Just a Little Peek

BEST COPY AVAILABLE

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will identify attitudes and behaviors which help him and others to perform a task.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Bring pictures and things he feels are important to him and others to class and develop a display center in which he will present and discuss why these items are important.

2. Students will develop an "experience story chart," illustrating and describing how he and others contribute to work and play.

3. After visiting school and community work settings, the student will identify people who are working together and discuss how workers contribute to achieve a common goal.

4. Arrange field trip to various school and community work settings.

Pictures depicting things of interest to children.  
Films: "The Kingdom of Could Be You"  
Field trips: McDonald's Town & Country Shoes, Sedalia School of Hairdressing  
The How and Why Library,  
At the Books (9)  
Friendly Helpers Around Town, What Happens at the Series

Duso Unit VI: All stories apply  
Unit V: The Loafers

4. Paper for experience charts

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will identify attitudes and behaviors which help him and others to perform a task.

| GRADE LEVEL OR SUBJECT   | Grade Two | AREA OR UNIT OF STUDY   | Science            |
|--|-----------|---|--------------------|
| CAREER RELATED ACTIVITIES  |           |   | EVALUATION/OUTCOME |
| 1. Aquarium: Have the groups of children take part in preparation and care of.   |           | 1. Materials necessary for such.  |                    |
| 2. Terrarium: Same as the above  |           | 2. Materials necessary for such.  |                    |
| 3. Pets: Provide some pet for the class to take care of  |           | 3. Gerbil, rats, mice, fish, turtles, etc.  |                    |
| 4. For all of the above groups - could present ways in which to take care of, functions of, and related information which helped them perform these tasks.<br>Emphasize cooperation in working together. |           | 4. Materials necessary for such<br>Film: "Growing Up,"<br>"Living Things Are All Around Us"<br>Duso Kit D-1: Unit V<br><u>The Best Way To Learn</u><br>Field trip: Archias Seed Store, Archias Floral Company |                    |

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT

Grade Two

AREA OR UNIT OF STUDY

Language Arts

#### CAREER RELATED ACTIVITIES

Playing the role of mothers and fathers, the students will act out various ways parents provide for the economic needs and wants of their families.

#### RESOURCES

Inviting parents to school to talk about their jobs  
 Filmstrips: "Getting Along At Home" "Who Helps Us Live At Our House?" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, and Personal Problems" "Manners at Home" "Learning to Live With Others" "Developing Basic Values" "Families Have Fun" "Living with Your Family" "The Homes We Live In" "Robert and His Family" "Let's Play House" Happy Little Family

Film: A Day With Your Family

#### EVALUATION/OUTCOME

The student will be able to identify his role in the family.

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Art and Music

| CAREER RELATED ACTIVITIES   |  | RESOURCES  | EVALUATION/OUTCOME |
|---|--|--|--------------------|
| 1. Draw pictures of what child and family like to do in free time           |  | 1. Drawing paper, yarn, liquid pencils.<br>Make into booklets  |                    |
| 2. Draw a picture of their particular job performed at home                 |  | Filmstrips: "Getting Along at Home" "Who Helps Us Live at Our House" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" |                    |
| 3. The thing I least like to do as a home responsibility                    |  | Songs:<br>"Oh, Mama, Hurry"<br>"Lazy Mary"<br>"Rockabye Baby"<br>"Mother Make A Home"<br>"Tell Me Your Name, Please"<br>"Polly, Put the Kettle On"     |                    |
| 4. The home responsibility I will do when I grow bigger                     |  | Poems and fingerplays  |                    |
| 5. Show pictures of other families experiencing leisure time                |  |  |                    |
| 6. Also pictures of children helping in different capacities for ideas only |  |  |                    |

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Social Studies

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Role play depicting various jobs the student is responsible for at home
2. Discuss what student does at home and how his jobs are important for the functioning of the family.
3. Pantomime some member of the family engaged in a task at home. Try to guess the task.
4. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance

Filmstrips: "Getting Along At Home" "Who Helps Us Live At Our House?" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, Personal Problems" "Manners at Home" "Learning to Live With Others" "Developing Basic Values" "Families Have Fun" "The Homes We Live In"

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

| GRADE LEVEL OR SUBJECT   | Grade Two | AREA OR UNIT OF STUDY  | Science and Math   |
|--|-----------|--|--------------------|
| CAREER RELATED ACTIVITIES  |           | RESOURCES  | EVALUATION/OUTCOME |
| 1. Chart or graph with pictures of people showing the number of work hours for: mother, father, self, other members of family. |           | 1. Pictures, paper   |                    |
| 2. Make colored graph showing the position the child has in his family as to first, second, third child.                       |           | 2. Colored paper, marking crayons, flannelboard  |                    |
| 3. Write a story expressing his feelings as to the importance in his family.   |           | Filmstrips: "Housing, Money, and Personal Problems" "Developing Basic Values" "Families Have Fun" "The Homes We Live In" "Robert and His Family" |                    |
| 4. Make chart showing how much time is spent sleeping, working, playing  |           |  |                    |

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Language Arts (Culture)

| CAREER RELATED ACTIVITIES  | RESOURCES  | EVALUATION/OUTCOME |
|--|--|--------------------|
| <ol style="list-style-type: none"> <li>1. The children may develop family trees showing the people in their own families and writing the occupation of each member of the family.</li> <li>2. Write a story of the job of each family member.</li> <li>3. Discussion: How are the members of my family alike? different?</li> <li>4. Role play the roles of the members of his family</li> </ol> | <p>Paper<br/>Reference Books<br/>Filmstrip: "Family Members Work," Living With Your Family," "Families Have Fun," "Robert and His Family," "Sights and Sounds of the Home" "My Mother Works at Home"</p> |                    |

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Art and Music

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

1. Family tree posters

2. Mural recreating each member of his family performing his important job inside and outside of his home.

- a. Mother
- b. Father
- c. Each sister
- d. Each brother
- e. Others that might live in the home

1. Large heavy paper  
Circles which represent individual members of the family  
Make or draw tree  
Construction paper  
Glue and scissors

2. Large sheet of paper  
Crayons, bright colors

Poems and fingerplays  
Filmstrip: "Sights and Sounds of the Home"  
Songs: "Oh, Mama, Hurry" "Lazy Mary" "Rockabye Baby" "Mother Make A Home" "You Better Get Up" "Polly Put the Kettle On"

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Social Studies

| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME |
|---|---|--------------------|
| <ol style="list-style-type: none"> <li>List of goods and services the family needs. Have the child explain how they can be obtained. Give him a list of goods and services and let him decide which he can provide himself and which ones he must pay someone else to do.</li> <li>How do people earn money?               <ol style="list-style-type: none"> <li>salary</li> <li>wages</li> <li>gifts</li> <li>prizes</li> <li>allowances</li> <li>dividends</li> </ol> </li> <li>Sources of non-monetary incomes               <ol style="list-style-type: none"> <li>food provided by parents</li> <li>houses</li> <li>education</li> <li>companionship</li> <li>maintenance of environment by parents and community</li> </ol> </li> <li>How they influence in their buying decisions</li> <li>Give a number of items to child which will satisfy his needs and wants. Ask the child to select those which are needed the most.</li> <li>Art--Draw pictures of how he would spend one dollar Later discuss why he spent it <del>that</del> way</li> </ol> | <p>Books:</p> <p><u>Mommies are For Loving</u></p> <p><u>How Families Live Together</u></p> <p><u>About Fathers at Work</u></p> <p>Filmstrips:</p> <p>"The Working Woman"</p> <p>"Family Members Work"</p> <p>"My Mother Works at Home"</p> <p>Film: "Our Family Works Together"</p> <p>SRA: Families at Work</p> |                    |

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all member of his family.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Science

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

1. Have the children make a poster or bulletin board depicting various family members. Discuss concept of the relationship of size to strength. Each child could make an individual book on his family showing each member and listing beside each the various jobs and responsibilities. This should first be done on the large poster for the group in a general discussion having children volunteer and make labels for the poster to obtain a variety of jobs. As each is volunteered discuss why the specific roles are assigned to the different members bringing out the above concepts, could also include discussion of cooperation and responsibility to family or those which are arbitrarily assigned and unrelated to size or strength.

Poster board or blank paper on bulletin board  
Construction paper  
Crayons  
Blank labels  
Filmstrips: "Sights and Sounds of the Home"  
"Family Members Work"  
"The Homes We Live In"

2. Role playing to emphasize the above concepts

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss his responsibility in the maintenance of school and community environments.

| GRADE LEVEL OR SUBJECT  | Grade Two | AREA OR UNIT OF STUDY   | Language Arts      |
|---|-----------|---|--------------------|
| CAREER RELATED ACTIVITIES   |           | RESOURCES   | EVALUATION/OUTCOME |
| 1. Discuss what would happen if most people did not obey rules in:                |           | Resource people:<br>a. playground supervisor<br>b. principal,<br>Filmstrips:<br>"Care of Property"<br>"Avoiding Litter"<br>From Lollipop Dragon Series<br>"School Friends and Activities"<br>"Let's Visit our Friends"<br>Books:<br><u>Friendly Helpers Around Town</u><br><u>School Helpers</u><br>From About Books Series |                    |
| 2. Discuss how student contributes to a proper atmosphere at school               |           |   |                    |
| a. assist the child   |           |   |                    |
| 1. secret buddy--draw a child's name and help each other secretly during the week |           |   |                    |
| 2. Outstanding Citizenship Award  |           |   |                    |
| b. assisting the teacher  |           |   |                    |
| 1. student aides  |           |   |                    |
| c. assisting other school personnel   |           |   |                    |
| Refer to Social Studies Activities, Goal 3, Objective 3                           |           |   |                    |
|   |           | Films:<br>"Thinking of Others"<br>"What is a Friend?"<br>The Most Important Person Series   |                    |

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: Individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Social Studies

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

1. Community coupon book  
Example: One ticket for sweeping the walk, raking leaves, picking up trash, shoveling snow, bring in the paper
2. Walk around community to see what improvements are needed  
Send a letter to editor of newspaper about these needs

Filmstrips:  
"Care of Property"  
"Avoiding Litter"  
From Lollipop Dragon Series  
"School Friends and Activities"  
"Let's Visit our Friends"  
Friendly Helpers Around Town, School Helpers Pictures? Keeping the City Clean and Beautiful

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Goal The student shall learn about himself in relation to his culture through understanding and experiencing roles

Objective Individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Art

### CAREER RELATED ACTIVITIES

1. Given a school beautification project, students will utilize the skill of communication, mathematics and problem solving to accomplish the task.
2. Have a "clean-up" recess or break once a week in which children clean up their playground area. Hold a class discussion on the importance of this.

### RESOURCES

Resource people:  
 a. conservationist  
 b. someone from garden center  
 c. someone from sanitation department  
 d. someone from recycling center

Paper sacks  
 Paper  
 Pictures: Keeping the City Clean and Beautiful

### EVALUATION/OUTCOME

1. The student will be able to identify his role in the maintenance of his school and community.

BEST COPY AVAILABLE

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY

| CAREER RELATED ACTIVITIES   |  | RESOURCES   | EVALUATION/OUTCOME |
|---|--|---|--------------------|
| <ol style="list-style-type: none"> <li>1. Draw a mural of responsibilities of the maintenance of classroom and school</li> <li>2. Puppet show---showing and telling what would happen if we didn't follow rules of classroom and school</li> <li>3. Draw pictures of how students can help in the maintenance of the community</li> <li>4. Draw "before" and "after" pictures of places in the community</li> </ol> |  | Resource people:<br>Someone from the<br>Historical Society from<br>County |                    |

BEST COPY AVAILABLE

Goal: The student shall recognize that educational experiences are a means of achieving life goals. Objective: The individual will identify and discuss the educational value of family trips and television shows and resource people.

| GRADE LEVEL OR SUBJECT   | Grade Two | AREA OR UNIT OF STUDY | Language Arts |
|--|-----------|-----------------------|---------------|
| CAREER RELATED ACTIVITIES  |           |                       |               |
| <ol style="list-style-type: none"> <li>1. Prepare a letter to be sent to parents explaining the necessity of taking their children to various places in the area. Make a recommended list to send home</li> </ol> <p>Example:</p> <ol style="list-style-type: none"> <li>1. department store</li> <li>2. large grocery store</li> <li>3. library</li> <li>4. court house</li> <li>5. their own place of business</li> <li>6. restaurant</li> <li>7. newspaper office</li> </ol> <p>Emphasize the need to talk about what is being observed</p> |           | RESOURCES             |               |
| <ol style="list-style-type: none"> <li>2. Prepare a bulletin board entitled "Have You Seen?" or "Have You Been To?"</li> </ol>   |           | EVALUATION/OUTCOME    |               |

BEST COPY AVAILABLE

Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips, television shows and resource people.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Have children make a list of things they would like to see or know about or places they would like to visit.
2. Have children take photographs of the new places they visit and bring them in for the bulletin board.
3. Prepare a monthly, or it could be prepared weekly, list of TV shows that would be beneficial for the children to see. Such a list is prepared by Scholastic Book Services monthly and includes a teacher's guide. This comes free with your subscription for the newspaper.

Scholastic Magazine  
Monthly articles on TV  
programs

The student will be able  
to recognize the importance  
of educational goals.

BEST COPY AVAILABLE

Goal: The student shall recognize that educational experiences are a means of achieving life goals. Objective: The individual will identify and discuss the educational value of family trips, television shows and resource people.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY \_\_\_\_\_

| CAREER RELATED ACTIVITIES  | RESOURCES | EVALUATION/OUTCOME |
|--|-----------|--------------------|
| <p>Art 1. Have the children draw pictures of their favorite TV shows</p> <p>L.A. 2. Have them share the pictures they made of their TV show and tell why they chose it and how they benefit from the show.</p> | Paper     |                    |

BEST COPY AVAILABLE

Goal: The student shall recognize that educational experiences are a means of achieving life goals. Objective: The individual will identify situations in which there is more than one way to accomplishing a task and will list reasons for selecting a specific alternative.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies and Language Arts

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Posters or pictures depicting past and present  
Have the pupils discuss each picture and role play some sector.
2. Have one group write a story about the present
3. Have one group write a story about the past
4. Make a crossword puzzle of old and new words
5. Give pupils ditto worksheets about what they have learned.

BEST COPY AVAILABLE

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the job of his parents or guardian.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Language Arts

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. The students can make individual storybooks explaining jobs of their parents.
2. Make a bulletin board weekly of pictures or photographs of parents at work with stories to accompany

Resource people:  
 a. farmer  
 b. bus driver  
 c. factory workers  
 d. waitress  
 e. nurse's aid  
 f. community workers (Public Service)

Mommies At Work  
Filmstrip, "My Mother Works at Home"  
"Family Helpers"  
Filmstrips: "Some Fathers are Builders"  
"Just What do Mothers Do?"  
"What Else Do Fathers Do?"

The student will identify those needs of society which various individuals fulfill.

BEST COPY AVAILABLE

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the job of his parents or guardians.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Science

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Make a graph of the number of hours parents spend at work.

BEST COPY AVAILABLE

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the job of his parents or guardians.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Social Studies

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. After listening to parents explain job, children may ask questions.

2. Each child should spend some time at work with his parents to experience his parents' work day.

1. Invite each parent to come to school to explain his or her job.

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Goal The student shall examine the concepts of community work roles and the many occupational possibilities. Objective The individual will know and understand the job of his parents or guardians.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Art

| CAREER RELATED ACTIVITIES  | RESOURCES    | EVALUATION/OUTCOME |
|--|--------------|--------------------|
| <ol style="list-style-type: none"> <li>1. Draw pictures of parents at work to accompany stories of parent's job.</li> <li>2. Make a "Parent's Job" mural showing each child's parent in the picture at work</li> </ol> | Paper, paint |                    |

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities. Objective: The student will know and understand the job in his community.

GRADE LEVEL OR SUBJECT      Grade Two      AREA OR UNIT OF STUDY      Language Arts

| CAREER RELATED ACTIVITIES   | RESOURCES   | EVALUATION/OUTCOME  |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. After taking field trips and listening to workers tell about their jobs (Social Studies) make an experience chart on community workers.</li> <li>2. Discuss how each of the workers contribute to the community</li> <li>3. Pantomime various jobs and have other students guess which one you have in mind.</li> </ol> | <p>Filmstrip: "What Is a Job?" "What Are Job Families?"<br/>Paper for experience charts</p> | <p>The student will identify benefits and rewards he receives for his work and from the work of others.</p> |

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the jobs in his community.

| GRADE LEVEL OR SUBJECT  | Grade Two | AREA OR UNIT OF STUDY  | Social Studies     |
|---|-----------|--|--------------------|
| CAREER RELATED ACTIVITIES   |           | RESOURCES  | EVALUATION/OUTCOME |
| <ol style="list-style-type: none"> <li>The student shall participate in field trips to various places of business in his community, such as newspaper office, bank, post office, supermarket, meat locker, etc.</li> <li>Invite several community workers to visit school and talk to students about their particular jobs. If possible, perhaps the people can bring some equipment they work with.</li> </ol> |           | <p>Film on Community Workers<br/>Community Helper puzzles<br/>Flannel 36, Jobs on Careers<br/><u>When I Grow Up I Want To Be</u><br/>Finger puppets of career education<br/>Scholastic</p> |                    |

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities. Objective: The individual will know and understand the jobs in his community.

| GRADE LEVEL OR SUBJECT  | Grade Two | AREA OR UNIT OF STUDY                      | Art                |
|---|-----------|--|--------------------|
| CAREER RELATED ACTIVITIES   |           | RESOURCES                                  | EVALUATION/OUTCOME |
| <p>After drawing and coloring pictures of community workers you have visited, cut them out. Also draw and cut out pictures of equipment, tools, or machinery the workers use. Construct a bulletin board and what they work with.</p> |           | <p>Crayons, scissors<br/>Drawing paper</p> |                    |

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities. Objective: The individual will be provided with information about a wide variety of occupations.

| GRADE LEVEL OR SUBJECT                         | Grade Two | AREA OR UNIT OF STUDY | Social Studies  |
|--|-----------|-----------------------|---|
| CAREER RELATED ACTIVITIES                      |           | RESOURCES             | EVALUATION/OUTCOME  |
| 1. People from various occupations visit class |           |                       | The student will discuss rules which protect people who produce and use goods and services. |
| 2. Variety of books on occupations             |           |                       |   |

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will be provided with information about a wide variety of occupations.

| GRADE LEVEL OR SUBJECT  | Grade Two | AREA OR UNIT OF STUDY | General            |
|---|-----------|-----------------------|--------------------|
| CAREER RELATED ACTIVITIES   |           | RESOURCES             | EVALUATION/OUTCOME |
| In this particular objective, it would depend completely on the area in which you live as to what you would want to elaborate on. |           |                       |                    |

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will be provided with information about a wide variety of occupations.

| GRADE LEVEL OR SUBJECT   | Grade Two | AREA OR UNIT OF STUDY                                  | Language Arts and Art |
|--|-----------|--|-----------------------|
| CAREER RELATED ACTIVITIES  |           |  |                       |
| After a study of an occupation that would fit their surrounding area, the children could be guided toward making a booklet. Writing their ideas on the occupation. |           | Make booklet<br>Draw pictures<br>Crayons, paints, etc. | EVALUATION/OUTCOME    |

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AUDIO - VISUAL MATERIAL

LISTINGS OF MATERIALS AVAILABLE

A listing of audiovisual materials now available through the Audiovisual Library is included in Appendix A of the State Fair Community College Career Education Audiovisual Handbook. Each item is listed by name along with other pertinent information. This includes the name of the publishing company, a brief description of the item, the suggested usage level, the circulation period for which it is available and the call number for all materials other than periodicals.

Each month a recent acquisition listing will be sent out listing the materials processed during the preceding month. These lists can be added to the back of this handbook and kept for reference. Each new edition of a periodical will be listed as it arrives.

BOOK SERIES

1. "What Happens" Series, Reilly and Lee Books, Henry Regnery Company

- A. At a Gas Station
- B. At a Newspaper
- C. At a State Fair
- D. At a Television Station
- E. At a Weather Station
- F. At a Zoo
- G. At an Animal Hospital
- H. At the Circus
- I. At the Library
- J. In a Car Factory
- K. In a Skyscraper
- L. When You Build a House
- M. When You Go to the Hospital
- N. When You Mail a Letter
- O. When You Make a Telephone Call
- P. When You Put Money in a Bank
- Q. When You Spend Money
- R. When You Travel by Plane
- S. When You Turn on the Light

2. Childcraft: Field Enterprises Education Corporation, 1973 edition,  
The How and Why Library

- A. Happy Little Family - Rebecca Caudill
- B. Daddy is Home - David Bloomquist
- C. When You Were a Little Baby - Rhoda Berman
- D. Daddy Can Fix It - Dorothy Barrick
- E. Let's Play House - Lois Lenski
- F. Family Helpers - Elaine Hoffman and Jane Hefflefinger
- G. Mommies are for Loving - Penn
- H. How Families Live Together - Malcolm Provers
- I. About Fathers at Work - Ruth Rodlover

3. "I Want to Be" Series - Set 24, Benefic Press

4. Stepping into Science Book Bags "Set 20"

- A. Shapes
- B. Sounds All About Book Bag
- C. Things are Alike and Different
- D. Things are Made to Move
- E. Things to do With Water
- F. Touching for Telling Book Bag
- G. Who, What, and When

- H. Shadows and More Shadows Book Bag
- I. Many is How Many?
- J. Living Things Change Book
- K. How Big is a Stick?
- L. Food is for Eating Book
- M. Change and Time Book
- N. Animals and More Animals
- O. Magnets Book Bag

Famous People--Family at Work - SRA

- | 5. About Books  | Grade Level |
|---|-------------|
| A. All Kinds of Days, Hastings                            | (K-6)       |
| B. Clouds, McGrath  | (K-6)       |
| C. Eggs and Creatures that Hatch from Them, Uhl           | (2-4)       |
| D. Engineer of a Train, Johnson                           | (1-5)       |
| E. Family Helpers, Hoffman & Hefflefinger                 | (K-3)       |
| F. Farm Helpers, Payton                                   | (1-4)       |
| G. Four Seasons and Five Senses, Radlauer                 | (K-4)       |
| H. Friendly Helpers Around Town, Hoffman and Hefflefinger | (K-3)       |
| I. Rivers, Dickey   | (3-8)       |
| J. Satellites, Carlisle                                   | (3-7)       |
| K. School Helpers, Hoffman & Hefflefinger                 | (K-3)       |
- 
- |                                     |       |
|-------------------------------------|-------|
| 6. At the Books - Set 9             |       |
| A. Bakery, Colonius                 | (1-4) |
| B. Bank, Rus                        | (2-5) |
| C. Dairy, Hastings                  | (K-3) |
| D. Railroad Station, Reck & Fickter | (1-4) |
- 
- |  |  |
|--|--|
| 7. Come To Work With Us Series, Houghton Mifflin |  |
| A. A Newspaper                                   |  |
| B. House Construction                            |  |
| C. A Department Store                            |  |
| D. A Hospital                                    |  |
| E. An Airport                                    |  |
| F. A TV Station                                  |  |
| G. A Bank  |  |
| H. A Telephone Company                           |  |
| I. A Hotel                                       |  |
| J. Aerospace                                     |  |
| K. A Toy Factory                                 |  |
| L. A Dairy                                       |  |

8. Early Career Books, Lerner Publications Company

- A. Careers With an Airline
- B. Careers in a Bank
- C. Careers in Baseball
- D. Careers in Computers
- E. Careers in a Department Store
- F. Careers in Football
- G. Careers in Hockey
- H. Careers in a Medical Center
- I. Careers With a Police Department
- J. Careers With a Telephone Company
- K. Careers With a Television Station
- L. Careers in Printing

9. Medical Books for Children, Lerner Publications Company

- A. Our Wonderful Hands
- B. Our Remarkable Feet
- C. Where Do You Come From?: The Story of Evolution
- D. Horns, Hoofs, Nails
- E. They Wouldn't Quit: Stories of Handicapped People
- F. Red Man, White Man, African Chief: The Story of Skin Color
- G. How We Hear: The Story of Hearing
- H. Lefty: The Story of Left-handedness
- I. Twins: The Story of Twins
- J. Doctor's Tools
- K. Peter Gets the Chickenpox
- L. Dentist's Tools
- M. Why Glasses?: The Story of Vision
- N. How We Talk: The Story of Speech
- O. Michael Gets the Measles
- P. Karen Gets a Fever
- Q. Fur, Feathers, Hair
- R. Penny, the Medicine Maker: The Story of Penicillin
- S. Dear Little Mump Child

10. Basic Understanding Series, Benefic Press

- A. How We Get Our Mail
- B. How Families Live Together
- C. How Hospitals Help Us
- D. How Schools Help Us
- E. How We Celebrate Spring Holidays
- F. How We Get Our Clothing
- G. How We Get Our Dairy Foods
- H. How Airplanes Help Us
- I. How Foods are Preserved
- J. How We Travel on Water

- K. How We Use Maps and Globes
- L. How Rules and Laws Help Us
- M. How Farms Help Us
- N. How Our Government Helps Us
- O. How Communication Helps Us
- P. How Printing Helps Us
- Q. How We Travel on Land
- R. How We Get Our Cloth
- S. How We Get Our Shelter
- T. How People Live in the Big City
- U. How People Earn and Use Money
- V. How People Live in the Suburbs

KITS

1. DUSO (Developing Understanding of Self and Others) Kit 1, American Guidance Service, Inc. Includes books, posters, cassettes, hand puppets, puppet props, activity cards, and supplementary activities.
2. DUSO (Developing Understanding of Self and Others) Kit II, American Guidance Service, Inc. Includes posters, cassettes, hand puppets, activity cards, and supplementary activities.
3. Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide.
4. "I Want to Be" Tree, Children's Press. Tree with six book bags, four copies of a title to a bag plus teacher's guide and cassette.
  - A. I Want To Be a Forester
  - B. I Want To Be a Musician
  - C. I Want To Be a Beauty Operator
  - D. I Want To Be a Secretary
  - E. I Want To Be an Architect
  - F. I Want To Be a Hockey Player
5. Educator's Kits, Let's Save the Children, Inc. Units based on experiences of popular black personalities (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson). Includes books, teacher's guide, puzzles and coloring books.
6. How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, surprise and puzzlement.
7. Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books and storage case. One copy of each of the following enrichments books is included:
  - A. I am Here
  - B. My Family and I
  - C. My Friends and I
  - D. I Can Do It
8. Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity

books and storage case. One copy of each of the following enrichments books is included:

- A. Going to School
- B. About Our School
- C. In Our Class
- D. In Our School

9. Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books and storage case. One copy of each of the following enrichments books is included:

- A. I Live in the City
- B. Going and Coming
- C. Animals We Know
- D. Community Friends

**POSTERS**

1. Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level.
2. Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers.
3. Transportation Posters, Trend Enterprises. Eight full-color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area.

POEMS AND FINGERPLAYS

Five in our family  
This is mother, dear  
This is father, here  
This is the brother, tall  
This is the sister who plays with her doll  
This is the baby, the best of all  
You see our whole family, both great and small

\*

This is the father who brings us our bread  
This is the mother who makes all of our beds  
This is brother who plays with the toys  
This the sister who cares for her doll  
This is the baby, smallest of all

\*

I have two little hands to help my mother  
Two little eyes to see her  
Two little ears to hear her sweet voice  
And one little mouth to kiss her good night

\*

Here are Mother's pots and pans  
Put a little soap in sh, sh  
Rub a scrub and rub some more  
Now stoop down and mop the floor

\*

Here's a little washing bench  
Here's a little tub  
Here's a little scrubbing board

\*

Set the table  
Sweep the stairs  
Pick up papers  
Dust the chairs

SONGS

1. "Oh, Manna, Hurry" - Exploring Music, page 105
2. "Lazy Mary " - Exploring Music, page 47
3. "Rockabye Baby" - Exploring Music, page 54
4. "Mother Make a Home" - Making Music Your Own, page 154
5. "You Better Get Up" - Magic of Music, page 102
6. "Tell Me Your Name (Job) Please" - Burchard, page 16
7. "Polly, Put the Kettle On" - Exploring Music, page 48

PUZZLES

Doctor  
Postman  
Milkman  
Policeman  
Farmer  
Teacher  
Librarian

Nurse  
Barber  
Dentist  
School Patrol  
Fireman  
TV Repairman

J. R. Halcomband Company  
3000 Quagley Road  
Cleveland, OH 44113

Judy Wooden Puzzles

Occupator Series - 8 puzzles, teacher, nurse, school crossing guard,  
mailman, etc.

Judy Wooden Puzzles - 16 puzzles, milkman, paper boy, barber, dentist,  
astronaut

Judy See Puzzles - sequence puzzles, story of milk, building a house

Instructor Puzzles from:  
Berkley-Cardy  
1900 N. Narragansett Avenue  
Chicago, IL 60639

Plastic Laminated Crosswork Puzzles - airplane, transportation and  
communication, farm and city, community helpers

Ideal Puzzle from Berkley-Cardy

PICTURES

Moods and Motions      Comes with set of pictures from Hoover or Benefic Press

Community Helpers Posters Set

The Mailman  
The Bus Driver  
The Milkman  
The Farmer  
The Airplane Pilot  
The Nurse  
The Policeman  
The Fireman  
The Store Cashier

Marshall Central Library

School Friends and Helpers

Marshall Central Library

Schools, Families, Neighborhood Readiness Kit

Picture 31 "Children Share Responsibilities at Home"

Picture 3 "Mother Baking"

Picture 25 "Family Members Work Together to Meet Needs"

Picture - Story Study Prints Series

School Friends and Helpers Set

Family and Community Life Series

Set Sp 119 Police Department Helpers  
Set Sp 120 Fire Department Helpers  
Set Sp 121 Postal Helpers  
Set Sp 122 Dairy Helpers  
Set Sp 123 Supermarket Helpers  
Set Sp 124 Hospital Helpers  
Set Sp 125 A Family at Work and Play  
Set Sp 126 School Friends and Helpers  
Set Sp 127 Neighborhood Friends and Helpers  
Set Sp 128 Keeping the City Clean and Beautiful

Berkley-Cardy  
1900 N. Narragansett Ave.  
Chicago, IL 60639

**BEST COPY AVAILABLE**

**FELTS**

When I Grow Up, I Want To Be  
36 jobs and felts

C.C.M. School Materials, Inc.  
8200 South Hoyne Avenue  
Chicago, IL 60620

Understanding Our Feelings

Community Helpers

The Classification Game

Community Friends

The Community

Berkley-Cardy  
1900 N. Narragansett Ave.  
Chicago, IL 60639

The Community Helpers

People We Know

Community Workers

PAPERBACKS

Scholastic Magazine

A Bargain for Frances - lesson about friendship

Dear Garbage Man

The Hating Book

Mine

Mommies At Work

Nancy and Jeff

Sad Day, Glad Day

Big and Small, Short and Tall

My Box and String

Only One Ant

That's What Friends Are For

What Do They Do When It Rains?

Curious George Goes to the Hospital

Curious George Takes a Job

Is This You?

Picture book asks child questions about himself and encourages him to draw his answer.

If You Lived with the Circus

Black is Beautiful

The Christmas Secret

FILMSTRIPS

"Elizabeth Blackwell, First Woman Doctor"  
 "Eleanor Roosevelt, First Lady of the World"  
 "Pearl S. Buck, An American From China"  
 "Margaret Mead, Student of Mankind"  
 "Mary Church Terrell, Meddler with a Mission"  
 "Jane Adams, A Very Good Neighbor"

SVE

"School Workers"  
 "Library Workers"  
 "Supermarket Workers"  
 "Doctor's Office Workers"  
 "Department Store Workers"  
 "Hospital Workers"  
 "Fire Department Workers"  
 "Television Workers"

SVE

"Fire Department"  
 "Newspaper"  
 "Police"  
 "Library"  
 "Teacher"  
 "Doctor"  
 "Post Office"  
 "Taking a Trip with a Book"

Listening Library  
 One Park Avenue  
 Old Greenwich, CT 06870

Lollipop Dragon Series  
 "Avoiding Litter"  
 "Care of Property"  
 "Kindness to Animals"  
 "How the Lollipop Dragon Got His Name"  
 "Taking Turns"  
 "Working Together"

SVE

"You Got Mad; Are you Glad?"  
 "Who Do You Think You Are?"  
 "Guess Who's In a Group!"

"Learning to Live with Others"  
 "Getting to Know Me"  
 "Learning About Manners"  
 "Developing Basic Values"  
 "Living With Your Family"  
 "Families Have Fun"  
 "Family Members Work"

Each includes filmstrips, study  
 prints and recordings

"School Friends and Activities"  
"Schools"  
"Let's Visit Our Friends"

Each includes filmstrips, study  
prints and recordings

"The Homes We Live In"  
"Robert and His Family"  
"Sights and Sounds of the Home"  
"Policemen and Firemen"  
"Our Post Office"  
"Let's Visit the Dentist"  
"Safe and Sound Along the Way"  
"Community Workers and Helpers"  
"Air Travel Today"  
"Fun on Wheels"

SVE, Inc.  
1345 Diversey Parkway  
Chicago, IL 60614

"Why Visit The Dentist?"

Walt Disney Educational  
Materials Co.  
800 Sonora Avenue  
Glendale, CA 91201

Sets of Filmstrips

"Measuring Things"  
"Discovering Your Senses"  
"Neighborhoods"  
"Our Community Utilities"  
"Going Places in the City"  
"Workers Series"

Coronet Instructional Material  
65 E. South Water Street  
Chicago, IL 60601

"Community Helpers" (18 community helpers)  
Creative Visuals  
Box 1911  
Big Spring, TX 79720

"Garage Mechanic" - Eye Gate  
"Gas Station Attendant" - Eye Gate  
"Hospital, Working in a Hospital" - Avid Corporation  
"Laundry, Working in a Laundry" - Avid Corporation  
"Nursing, The Nurse's Aid" - Eye Gate  
"Helping the Healing Hands" - Educraft

"School Cafeteria Worker" - Eye Gate  
"Supermarket Stocker" - Eye Gate  
"Waitress" - Eye Gate  
"The Working Woman" - VEC  
"Dental Hygienist" - Film Associates  
"The Neighborhood Barber" - Eye Gate  
"The Neighborhood Beautician" - Eye Gate  
"The Neighborhood Newspaper" - Eye Gate  
"The Neighborhood Nurse" - Eye Gate

"The Neighborhood Optometrist" - Eye Gate  
"The Neighborhood Pharmacist" - Eye Gate  
"Recreation, Park and Playground Workers" - Eye Gate  
"My Mother Works at Home" - Imperial Films

Accoustifone Corporations Career Exploration Series - containing filmstrips and cassettes

|  |                          |
|--|--------------------------|
| #408 - Food Services, serving people                       | Accoustifone Corporation |
| #411 - Public Utilities                                    | 8954 Comanche Avenue     |
| #412 - Metal Working                                       | Chatsworth, CA 91311     |
| #413 - Public Service                                      |                          |
| #414 - Personal Service                                    |                          |
| #401 - Clerical Occupations                                |                          |
| #402 - Municipal Law Enforcement, protection of the people |                          |

Educational Projections Corporation  
Order from:  
B and R Education, Inc.  
404 Admiral Blvd.  
Kansas City, MO 64106

#840 Taking Turns - Sharing  
#1129 Getting Along at Home  
#884 Who Helps Us Live in Our House  
#889 Some Fathers are Builders

Education Projections  
"Communities and Community Workers" Kit No. 20-2  
Containing cassettes, filmstrips and transparencies

"School and Family Relations" Kit No. 70-2  
Containing filmstrips, cassettes and transparencies

"Housing, Money, Personal Problems" Kit No. 80-2  
Containing filmstrips, cassettes and transparencies

"Accepting Ourselves" Set P.G.-3, cassette and filmstrip

"Understanding Yourself and Others" Set PG-14  
"Helpers" Set PG-25

"Would You Like to Be a Cashier?" - Eye Gate  
"The Variety Store" - Eye Gate  
"Just What Do Mothers Do?" - Educraft  
"What Else Do Fathers Do?" - Educraft

Foundations for Occupational Planning

"Who are You?"  
"What Do You Like to Do?"  
"What Is a Job?"  
"What are Job Families?"

SVE

First Things: Sound filmstrips for primary years

Guidance Associates  
Pleasantville, NY 10570

10 filmstrips - 1970

"Who Do You Think You Are?"

"Guess Who's in a Group?"

"What Happens Between People?"

"You Got Mad, Are You Glad?"

"What Do You Expect of Others?"

"The Trouble With Truth"

"What Do You Do About Rules?"

"You Promised"

"But It Isn't Yours"

"That's No Fair"

FILMS

The Most Important Person Set

Attitudes

"Oops, I Made a Mistake!"  
"I'm Lonely"  
"Why Not Try?"  
"We Can Do It!"  
"It's Not Much Fun Being Angry"  
"Nothing Ever Seems to Work Out for Me"

Identity

"I'm the Only Me"  
"Where Are You in Your Family?"  
"How Do We Look?"  
"What Do You Think You Want to Be?"  
"Every Family is Special"  
"The Most Important Person"

Feelings

"Feeling Good, Feeling Happy!"  
"I Used to Be Afraid"  
"Different Kinds of Love"

Getting Along With Others

"Growing Up"  
"Doing Something Nice"  
"Thinking of Others"  
"What is a Friend?"  
"What Do You Mean?"  
"Living Things Are All Around Us"  
"Share It with Someone"

The Kingdom of Could Be You

"The Kingdom of Could Be You"  
"Agribusiness"  
"Business and Office"  
"Communication"  
"Construction"  
"Consumer Homemaking"  
"Environment"  
"Fine Arts and Humanities"  
"Health"  
"Manufacturing"  
"Marine Science"  
"Marketing and Distribution"  
"Personal Service"  
"Public Service"  
"Recreation, Hospitality, Tourism"  
"Transportation"

**BEST COPY AVAILABLE**

**"A Day With Your Family"**

**Roa's Films  
1696 North Astor Street  
Milwaukee, WI**

**"Our Family Works Together"**

**Argus Films**

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# SOURCES of CAREER and OCCUPATIONAL INFORMATION

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SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants  
1717 Pennsylvania Avenue  
N.W., Washington, D.C. 20006

American Institute of Certified  
Public Accountants  
666 Fifth Avenue  
New York, New York 10019

Accounting Career Council  
National Distribution Center  
P.O. Box 650, Radio City Station  
New York, New York 10019

National Association of Accountants  
505 Park Avenue  
New York, New York 10022

Financial Executives Institute  
50 West 44th Street  
New York, New York 10036

The Institute of Internal Auditors  
170 Broadway  
New York, New York 10038

Advertising, Marketing, and  
Public Relations - For more information  
Write:

American Association of Advertising  
Agencies  
200 Park Avenue  
New York, New York 10017

American Advertising Federation  
1225 Connecticut Avenue  
N.W., Washington, D.C. 20036

American Marketing Association  
230 North Michigan Avenue  
Chicago, Illinois 60601

Public Relations Society of America, Inc.  
845 Third Avenue  
New York, New York 10022

Association of Industrial Advertisers  
41 East 42nd Street  
New York, New York 10017

Small Business Administration  
Washington, D.C. 20416

American Marketing Association  
230 North Michigan Avenue  
Chicago, Illinois 60601

Public Relations Society of America, Inc.  
845 Third Avenue  
New York, New York 10022

Service Department  
Public Relations News  
127 East 80th Street  
New York, New York 10021

Aerospace and Aviation -  
For more information write:

American Institute of Aeronautics  
and Astronautics  
1290 Avenue of the Americas  
New York, New York 10019

Air Transport Association of America  
1000 Connecticut Avenue  
N.W., Washington, D.C. 20036

General Aviation Manufacturers Association  
1025 Connecticut Avenue  
N.W., Washington, D.C. 2-036

Agribusiness and Natural Resources -  
For more information write:

American Farm Bureau Federation  
225 Touhy Avenue  
Park Ridge, Illinois 60068

American Society of Agricultural  
Engineers  
2950 Niles Road  
St. Joseph, Michigan 49085

American Society of Animal Science  
39 Sheridan Avenue  
Albany, New York 12210

The Wildlife Society, Ste. S-176  
3900 Wisconsin Avenue  
N.W., Washington, D.C. 20016

**National Forest Products Association**  
1619 Massachusetts Avenue  
N.W., Washington, D.C. 20036

**Automotive - For more information write:**

**Educational Affairs Department**  
**Ford Motor Company**  
**The American Road**  
**Dearborn, Michigan 48121**

**General Motors Corporation**  
**Room 1-101, General Motors Building**  
**Detroit, Michigan 48202**

**Architecture - For more information write:**

**Association of Collegiate Schools**  
**of Architecture**  
**1785 Massachusetts Avenue**  
**N.W., Washington, D.C. 20036**

**The American Institute of Architects**  
**1735 New York Avenue**  
**N.W., Washington, D.C. 20006**

**The American Institute of Architects**  
**1785 Massachusetts Ave. N.W.**  
**Washington, D.C. 20036**

**Banking, Finance, and Investment -**  
**For more information write:**

**The American Bankers Association**  
**1120 Connecticut Avenue**  
**N.W., Washington, D.C. 20036**

**Investment Counsel Association of**  
**American, Inc.**  
**127 East 59th Street**  
**New York, New York 10022**

**National Consumer Finance Association**  
**1000 - 16th Street**  
**N.W., Washington, D.C. 20036**

**National Association of Bank Women, Inc.**  
**National Office**  
**111 E. Wacker Drive**  
**Chicago, Illinois 60601**

**National Bankers Association**  
**4310 Georgia Avenue N.W.**  
**Washington, D. C. 20011**

**Federal Deposit Insurance Corporation**  
**Director of Personnel**  
**550 17th St. N.W.**  
**Washington, D.C. 20429**

**Business and Office Services -**  
**For more information write:**

**Administration Management Society**  
**Publications Department**  
**Willow Grove, Pennsylvania 19090**

**American Management Association**  
**135 West 50th Street**  
**New York, New York 10020**

**National Association of Purchasing**  
**Management**  
**11 Park Place**  
**New York, New York 10001**

**National Secretaries Association**  
**(International)**  
**616 East 63rd Street**  
**Kansas City, Missouri 64110**

**Communication and Media -**  
**For more information write:**

**American Newspaper Publishers**  
**Association Foundation**  
**750 Third Avenue**  
**New York, New York 10017**

**Sigma Delta Chi, National Professional**  
**Journalism Society**  
**35 East Wacker Drive**  
**Chicago, Illinois 60601**

**Education Council of the Graphic**  
**Arts, Inc.**  
**4615 Forbes Avenue**  
**Pittsburgh, Pennsylvania 15213**

**Modern Language Association**  
**60 Fifth Avenue**  
**New York, New York 10011**

**American Library Association**  
**50 East Huron Street**  
**Chicago, Illinois 60611**

**National Association of Broadcasters**  
**1771 N Street**  
**N.W., Washington, D.C. 20036**

**Construction - For more information**  
**write:**

**Associated Builders and Contractors, Inc**  
**P.O. Box 698**  
**Glen Burnie, Maryland 21061**

National Association of Home Builders  
1625 L Street  
N.W., Washington, D.C. 20036

Data Processing and Computer -  
For more information write:

Data Processing Management Association  
505 Busse Highway  
Park Ridge, Illinois 60068

American Federation of Information  
Processing Societies, Inc.  
210 Summit Avenue  
Montvale, New Jersey 07645

Automation Institute of America, Inc.  
760 Market Street, Suite 600  
San Francisco, California 94102

Association of Computing Machinery  
1133 Ave. of the Americas  
New York, New York 10036

Education - For more information write:

National Education Association  
1201 - 16th Street  
N.W., Washington, D.C. 20036

American Federation of Teachers  
1042 - 14th Street  
N.W., Washington, D.C. 20005

Association for Childhood Education  
International  
3615 Wisconsin Avenue  
N.W., Washington, D.C. 20015

The Council for Exceptional Children  
Suite 900,  
1411 South Jefferson Davis Highway  
Arlington, Virginia 22202

American School Counselor Association  
1607 New Hampshire Avenue  
N.W., Washington, D.C. 20009

U.S. Department of Health, Education  
and Welfare  
Office of Education  
Washington, D.C.

The College Placement Council, Inc.  
P.O. Box 2263  
Bethlehem, Pa. 18001

Electronics - For more information write:

National Alliance of Television and  
Electronics Service Association  
5908 S. Troy Street  
Chicago, Illinois 60629

Electronics Industries Association  
2001 Eye Street  
N.W., Washington, D.C. 20006

Engineering - For more information write:

Engineers' Council for Professional  
Development  
345 East 47th Street  
New York, New York 10017

American Institute of Industrial  
Engineers, Inc.  
United Engineering Center  
345 East 47th Street  
New York, New York 10017

American for Engineering Education  
1346 Connecticut Avenue  
N.W., Washington, D.C. 20036

American Institute of Chemical Engineers  
345 East 47th Street  
New York, New York 10017

Institute of Electrical and Electronics  
Engineers, Inc.  
345 47th Street  
New York, New York 10017

The American Society of Mechanical  
Engineers  
United Engineering Center  
345 East 47th Street  
New York, New York 10017

The Society of Mining Engineers of AIME  
345 East 47th Street  
New York, New York 10017

American Society of Civil Engineers  
345 East 47th Street  
New York, New York 10017

Environment - For more information write:

Ecological Society of America  
Department of Botany  
Southern Illinois University  
Carbondale, Illinois 62901

Institute of Environmental Sciences  
940 East Northwest Highway  
Mt. Prospect, Illinois 60058

Soil Conservation Society of America  
7515 N.E. Ankeny Road  
Ankeny, Iowa 50021

National Environmental Health  
Association  
1600 Pennsylvania Street  
Denver, Colorado 80203

Society of American Foresters  
1010 - 16th Street  
N.W., Washington, D.C. 20036

The American Forestry Association  
1319 - 18th Street  
N.W., Washington, D.C. 20036

American Geological Institute  
2201 M Street N.W.  
Washington, D.C. 20037

Interagency Board of U.S. Civil Service  
Examiners for Washington, D.C.  
1900 E Street, N.W.  
Washington, D.C. 20415

American Meteorological Society  
45 Beacon Street  
Boston, Mass. 02108

American Geophysical Union  
2100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20037

International Oceanographic Foundation  
1 Rickenbacker Causeway  
Virginia Key, Miami, Fla. 33149

U.S. Civil Service Commission  
Washington, D.C. 20250

Employment Division  
Office of Personnel  
U.S. Dept. of Agriculture  
Washington, D.C. 20250

Food Service and Processing -  
For more information write:

Institute of Food Technologists  
176 West Adams Street  
Chicago, Illinois 60603

American Meat Institute  
59 East Van Buren Street  
Chicago, Illinois 60605

National Dairy Council  
111 North Canal Street  
Chicago, Illinois 60606

The Institute of Food Technologists  
Suite 2120  
221 North LaSalle Street  
Chicago, Illinois 60601

Government - For more information write:

United States Civil Service Commission  
c/o Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Health and Medicine - For more information  
write:

American Hospital Association  
840 North Lake Shore Drive  
Chicago, Illinois 60611

National Health Council, Inc.  
1740 Broadway  
New York, New York 10019

American Medical Record Association  
875 North Michigan Avenue, Suite 1850  
Chicago, Illinois 60611

American Association of Medical Assistants  
200 East Ohio Street  
Chicago, Illinois 60611

American Medical Association  
Department of Health Manpower  
535 North Dearborn Street  
Chicago, Illinois 60610

American Dental Association  
Council on Dental Education  
211 East Chicago Avenue  
Chicago, Illinois 60611

American Dietetic Association  
Publications Department  
620 North Michigan Avenue  
Chicago, Illinois 60611

National Association for Mental Health  
10 Columbus Circle  
New York, New York 10019

National League for Nursing  
10 Columbus Circle  
New York, New York 10019

American Optometric Association  
7000 Chippewa Street  
St. Louis, Missouri 63119

American Physical Therapy Association  
1156 - 15th Street  
N.W., Washington, D. C. 20005

Registry of Medical Technicians  
P.O. Box 4872  
Chicago, Illinois 60680

Hospitality and Recreation -  
For more information write:

National Recreation and Park  
Association  
1700 Pennsylvania Avenue  
N.W., Washington, D.C. 20006

American Hotel and Motel Association  
Kellogg Center  
East Lansing, Michigan 48823

American Association for Health  
Physical Education and Recreation  
1201 - 16th Street  
N.W. Washington, D.C. 20036

Industry, Machine and Tool Trades -  
For more information write:

The American Society for Metals  
Metals Park, Ohio

Scientific Apparatus Makers Association  
370 Lexington Avenue  
New York, New York 10017

Insurance Occupations -  
For more information write:

National Association of Public  
Insurance Adjusters  
1613 Munsey Bldg.  
Baltimore, Md. 21202

Institute of Life Insurance  
277 Park Avenue  
New York, New York 10017

Insurance Information Institute  
110 William Street  
New York, New York 10038

Mathematics Occupations -  
For more information write:

American Mathematical Society  
P.O. Box 6248  
Providence, R.I. 02904

Mathematical Association of America  
1225 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Association for Computing Machinery  
1133 Avenue of the Americas  
New York, New York 10036

Society for Industrial and Applied  
Mathematics  
33 South 17th Street  
Philadelphia, Pa. 19103

Personal Services - For more information  
write:

Society of American Florists  
901 North Washington Street  
Alexandria, Virginia 22314

Retail Jewelers of America, Inc..  
1025 Vermont Avenue  
N.W., Washington, D.C. 20005

Gemological Institute of America  
11940 San Vicente Blvd.  
Los Angeles, California

National Society of Interior Designers  
315 East 62nd Street  
New York, New York 10021

Institute of Life Insurance  
277 Park Avenue  
New York, New York 10017

Associated Master Barbers and Beauti-  
cians of America  
219 Greenwich Road  
Charlotte, North Carolina 28211

American Institute of Laundering  
Joliet, Illinois 60434

Sales - For more information write:

National Automobile Dealers Association  
2000 K Street  
Washington, D.C. 20006

National Association of Real Estate  
Boards  
155 East Superior Street  
Chicago, Illinois 60611

The National Retail Merchants Association  
100 West 31st Street  
New York, New York 10001

The National Association of  
Wholesaler-Distributors  
1725 K Street  
N.W., Washington, D.C. 20006

Sales and Marketing Executive  
International  
Student Education Division  
630 Third Avenue  
New York, New York 10017

Science - For more information write:

American Astronomical Society  
211 Fitz Randolph Road  
Princeton, New Jersey 08540

American Institute of Biological  
Sciences  
3900 Wisconsin Avenue  
N.W., Washington, D.C. 20016

Entomological Society of America  
4603 Calvert Road  
College Park, Maryland 20740

American Society for Microbiology  
1913 "I" Street  
N.W., Washington, D.C. 20006

American Chemical Society  
1155 - 16th Street  
N.W., Washington, D.C. 20036

American Geological Institute  
2201 M Street  
N.W., Washington, D.C. 20036

Society of Exploration Geophysics  
Box 3098  
Tulsa, Oklahoma 74101

The American Meteorological Society  
45 Beacon Street  
Boston, Mass. 02108

American Society of Horticultural  
Science  
615 Elm Street  
St. Joseph, Mich. 49085

Manufacturing Chemists' Association, Inc.  
1825 Connecticut Avenue, N.W.  
Washington, D.C. 20009

American Institute of Physics  
335 East 45th Street  
New York, New York 10017

Interagency Board of U.S. Civil Service  
Examiners for Washington, D.C.  
1900 E Street, N.W.  
Washington, D.C. 20415

Social Science Occupations -  
For more information write:

The American Anthropological Association  
1703 New Hampshire Avenue, N.W.  
Washington, D.C. 20009

Smithsonian Institute  
Washington, D.C. 20560

American Economic Association  
1313 21st Avenue South  
Nashville, Tenn. 37212

The Foreign Service in the Seventies  
U.S. Department of State, Publication  
8535  
Washington, D.C. 20520 Free

Association of American Geographers  
1710 16th Street, N.W.  
Washington, D.C. 20009

Social Work - For more information write:

National Association of Social Workers  
1425 H Street  
N.W., Washington, D.C. 20005

National Center for Church Vocations  
1307 South Wabash Avenue  
Chicago, Illinois 60605

Transportation - For more information  
write:

American Trucking Association  
1616 P Street  
N.W., Washington, D.C. 20036

The Association of American Railroads  
Public Relations Department  
1920 L Street  
N.W., Washington, D.C. 20006

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# FIELD TRIP SITES and GUEST SPEAKERS

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## FIELD TRIP PROCEDURES

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
  - a. Home
  - b. School
  - c. Neighborhood
  - d. Local or nearby town
2. Helping them observe working conditions
3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip
2. Teacher and/or committee of pupils make the trip first (if feasible)
  - a. Get idea of time involved
  - b. Find out who the people are
  - c. Find out the problems to be met
  - d. Find out what background information students should have

3. Make plans for transportation
  - a. What kind
  - b. Who will provide it
  - c. What will it cost

4. Obtain signed statements from parents allowing children to make trip

Teacher and students plan the trip together.

1. Generalizations should be given
  - a. Stories
  - b. Pictures
  - c. Role playing
  - d. Class discussion
2. Student committee should gather career information
  - a. Kind of workers
  - b. Working conditions
  - c. Training of workers
  - d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

# GUEST SPEAKER AND FIELD TRIP SITE LISTING

| NAME                       | ADDRESS                           | CONTACT REPRESENTATIVE | TELEPHONE    | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|----------------------------|-----------------------------------|------------------------|--------------|------------|------------|-------------|---------------|
| Allstate Insurance Co.     | 4800 E. 63rd<br>Kansas City, MO   | Mr. John Irish         | 816-333-6800 | Yes        | 20         | 11-16       | No            |
| Archias Floral Co.         | 4th & Park<br>Sedalia, MO         | Mr. Don King           | 826-4000     | Yes        | 20         | K-12        | Yes           |
| Attorney at Law            | Warsaw, MO                        | Mr. Edwin F. Brady     | 438-5116     | No         | 0          | 0           | Possibly      |
| Ault's Skelly Station      | 1570 S. Odell<br>Marshall, MO     | Mr. Bob Ault           | 886-6792     | Yes        | 20         | 7-9         | No            |
| B & E Market               | 1701 S. Kentucky<br>Sedalia, MO   | Mr. Jim Dick           | 826-2188     | Yes        | 30         | 3-12        | No            |
| Banquet Foods              | 253 W. Marlon St.<br>Marshall, MO | Mr. Caton Martin       | 886-3301     | Yes        | 20         | 4-9         | Possibly      |
| Ben's Den                  | 1421 S. Limit<br>Sedalia, MO      | Mr. Jack Smith         | 827-2485     | No         | 0          | 0           | Possibly      |
| Benton County Enterprise   | Warsaw, MO                        | Mr. Mahlon White       | 438-6312     | No         | 0          | 0           | Possibly      |
| Benton County R-I          | Cole Camp, MO                     | Mr. Vergil Oglevie     | 668-4427     | No         | 0          | 0           | Possibly      |
| Benton County R-II         | Warsaw, MO                        | Dr. John Boise         | 438-7351     | No         | 0          | 8-10        | Yes           |
| Bohling Grocery            | Cole Camp, MO                     | Mr. E. G. Bohling      | 0            | No         | 0          | 0           | Possibly      |
| Boonslick Regional Library | Sixth & Lamine<br>Sedalia, MO     | Ms. V. Corley          | 826-6195     | Yes        | 20         | K-9         | Possibly      |
| Borchers & Heinsoth        | Cole Camp, MO                     | Mr. Ervin Borchers     | 668-4923     | No         | 0          | 0           | Possibly      |

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| NAME                                  | ADDRESS                          | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---------------------------------------|----------------------------------|------------------------|-----------|------------|------------|-------------|---------------|
| Bothwell Hospital<br>Physical Therapy | Sedalia, MO                      | Nevin Almquist         | 826-8833  | Yes        | 7-15       | 7-12        | Yes           |
| Bothwell Hospital                     | Sedalia, MO                      | Marie Nicholson        | 826-8833  | Yes        | 20         | 12-16       | No            |
| Breech Academy-TWA                    | 6300 Lamar Avenue<br>Mission, KS | Mickey Holiday         | 842-4000  | Yes        | 20         | 11-16       | Yes           |
| Brick Mason                           | RFD 3<br>Warsaw, MO              | Lee Slavens            | 438-5360  | No         | 0          | 0           | Possibly      |
| Dala's Botique                        | Tipton, MO                       | Dala Yantz             | 433-2626  | No         | 0          | 0           | Yes           |
| Broadway Lanes, Inc.                  | 2119 W. Broadway<br>Sedalia, MO  | Edith Simons           | 827-0404  | Yes        | Large      | K-14        | Possibly      |
| Broadway Car Wash                     | 310 W. Broadway<br>Sedalia, MO   | Dale Arms              | 826-0375  | Yes        | 25-30      | 1-12        | No            |
| Brown, McCloskey, Buckley             | 309 E. 5th St.<br>Sedalia, MO    | Mabel Glenn            | 826-7373  | No         | 0          | 0           | No            |
| Business Mens Assurance               | BMA Building<br>Kansas City, MO  | Almeta Wilcher         | 753-8000  | Yes        | 20         | 11-16       | No            |
| Cablevision, Inc.                     | 600 S. Osage<br>Sedalia, MO      | Lynn Harrison          | 826-0933  | Yes        | 20         | 5-9         | Possibly      |
| Cargill Incorporated                  | Marshall, MO                     | Jack Hartwick          | 886-7473  | Yes        | 20-25      | 9           | Possibly      |
| Cargill Nutrena Feeds                 | Smithton, MO                     | Gene Hudiburg          | 343-5319  | Yes        | 10         | 7-12        | Yes           |
| Classic Studio                        | 6th & Kentucky<br>Sedalia, MO    | Ed Brummett            | 826-8888  | Yes        | 5-10       | 7-12        | Yes           |
| Commerce Bank                         | 10th & Walnut<br>Kansas City, MO | John Wells             | 234-2000  | Yes        | 20         | 11-16       | No            |

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| NAME                      | ADDRESS                     | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE          | GRADE LEVEL | GUEST SPEAKER |
|---------------------------|-----------------------------|------------------------|-----------|------------|---------------------|-------------|---------------|
| Consumers Supermarket     | Hancock & Broadway          | Bill Smillie           | 827-3190  | Yes        | 15                  | K-12        | Yes           |
| Creasy's Insurance Agency | Warsaw, MO                  | Gordon Creasy          | 438-5621  | No         | 0                   | 0           | Yes           |
| C. W. Flower              | 219 S. Ohio                 | Mrs. Austin            | 826-3200  | Yes        | 15-20               | 11-16       | Yes           |
| DeKalb Ag. Research       | Marshall, MO                | Don Wert               | 886-7438  | Yes        | 10-40               | 5-9         | Possibly      |
| DeLong Dry Goods          | Warsaw, MO                  | Mrs. DeLong            | 438-5307  | No         | 0                   | 0           | Possibly      |
| Dentist                   | Warsaw, MO                  | Dr. Shepardon          | 438-5421  | No         | 0                   | 0           | No            |
| Dentist                   | 1810 W. 11th                | Dr. Robert Vit         | 826-5445  | No         | 0                   | K-12        | No            |
| Democrat News             | Marshall, MO                | Jerry Arnett           | 886-2233  | Yes        | 25                  | 7-9         | Yes           |
| Doctor of Osteopathy      | 1701 S. Lafayette           | Dr. Joe Bennett        | 826-6633  | Yes        | 5 at a time, 40 max | 7-12        | Yes           |
| Duke Manufacturing        | Main & Duke Road            | Ivan Stuart            | 827-2661  | Yes        | 10                  | 4-12        | No            |
| Durham Chevrolet          | Warsaw, MO                  | Cloyd Durham           | 438-5133  | Yes        | 10                  | 8-12        | Yes           |
| Estes' 66 Station         | Warsaw, MO                  | Gary Estes             | 438-6022  | No         | 0                   | 0           | Possibly      |
| Fajen's Inc.              | Warsaw, MO                  | Mary Wray              | 438-5111  | Yes        | 30                  | 1-12        | Possibly      |
| Farmer's Bank of Lincoln  | Lincoln, MO                 | Karl Kroenke           | 547-3311  | Yes        | 12-15               | 9-12        | Possibly      |
| Fire Department           | Main St. & State Fair Blvd. | Ronnie Ollison         | 826-9058  | Yes        | 15-20               | K-12        | Yes,          |
| Flat Creek Vet. Hosp.     | 1701 W. Main                | Dr. Peacock            | 827-2057  | Yes        | 10-15               | K-12        | Yes           |
| Bill Greer Body Shop      | Main Street                 | Orval Burd             | 827-2162  | Yes        | 5                   | 10-12       | No            |

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| NAME   | ADDRESS                         | CONTACT REPRESENTATIVE                            | TELEPHONE | FIELD TRIP | GROUP SIZE  | GRADE LEVEL | GUEST SPEAKER |
|--|---------------------------------|---|-----------|------------|-------------|-------------|---------------|
| Hallmark   | 25th & McGee<br>Kansas City, MO | Rose A. Lightle                                   | 274-4667  | Yes        | 20          | 11-16       | Yes           |
| Heinzler Bros. Welding                             | Marshall, MO                    | Frank Heinzler                                    | 886-7775  | Yes        | 20-25       | 7-9         | No            |
| Holiday Inn  | 32nd & Limit                    | Jim Grieshaber                                    | 826-6100  | Yes        | 40-50       | 8-9         | Possibly      |
| IBEW Local 814 Credit Union                        | 2111 W. Broadway                | June Kuhlman                                      | 826-0814  | Yes        | 6 at a time | 8-12        | Possibly      |
| IGA  | 2402 W. Broadway                | Ralph Huff  | 827-1452  | Yes        | 25          | K-12        | Yes           |
| Industrial Loan & Investment                       | 120 W. Fifth                    | Firman Boul                                       | 826-4800  | Yes        | 25          | 7-12        | Yes           |
| Jim's Garden Center                                | 1000 W. Main                    | James L. Foster                                   | 826-4411  | Yes        | 15          | 4-9         | Possibly      |
| Johnson TV & Appliance                             | 2907 W. Broadway                | Ray Thompson<br>Harold Richardson<br>Paul Johnson | 827-2326  | Yes        | 15-20       | 7-12        | Yes           |
| KDRO Radio   | W. Highway 50                   | Herb Brandes                                      | 826-5005  | Yes        | 15          | K-12        | Possibly      |
| Kim Originals                                      | 2500 E. Broadway                | Bill Cline  | 826-2500  | Yes        | 15          | K-12        | Possibly      |
| KMMD-KMFL  | Marshall, MO                    | Mr. Douglas                                       | 886-7422  | Yes        | 20-25       | 7-9         | Yes           |
| KMOS TV Station                                    | 2100 W. Broadway                | Stuart Gressley                                   | 826-1651  | Yes        | 15          | K-12        | Yes           |
| KSIS Radio   | N. 65 Highway                   | Carl Yates  | 826-1050  | Yes        | 10          | K-14        | Yes           |
| Lacuma Builders, Inc.                              | 1806 W. 11th                    | Bob Cook  | 826-0522  | No         | 0           | 0           | Yes           |
| Lamm, Barnett, Crawford,<br>Barnes, Fritz Law Firm | 118 W. Fifth                    | Donald Barnes                                     | 826-5428  | No         | 0           | 11-12       | Yes           |
| Lee's Archery Manufacturing                        | Route 2                         | LeRoy Young                                       | 826-6762  | Yes        | 20          | 7-16        | No            |

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| NAME                              | ADDRESS                          | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|-----------------------------------|----------------------------------|------------------------|-----------|------------|------------|-------------|---------------|
| Lincoln New Era Newspaper         | Lincoln, MO                      | George Williams        | 547-3800  | Yes        | Inquire    | Inquire     | Possibly      |
| Macy's                            | 1034 Main<br>Kansas City, MO     | Mrs. Cullen            | 221-3737  | Yes        | 20         | 11-16       | No            |
| Magistrate Judge-Pettis<br>County | 901 S. Vermont                   | Hazel Palmer           | 826-8816  | No         | 0          | 11-12       | Yes           |
| Marshall Chamber of Commerce      | 214 N. Lafayette                 | Leo Hayob              | 886-7464  | No         | 0          | 7-9         | Yes           |
| Marshall Floral & Greenhouse      | 160 W. Summit<br>Marshall, MO    | Juanita Demetz         | 886-7177  | Yes        | 20         | 7-9         | Yes           |
| Marshall State School<br>Hospital | Marshall, MO                     | M. L. Daughty          | 886-2202  | Yes        | 30         | 12-16       | Possibly      |
| Mattingly's Variety Store         | 218 S. Ohio                      | Bill Stratton          | 826-5270  | Yes        | 20         | 7-12        | Possibly      |
| Merle Norman Cosmetics            | 120 S. Ohio                      | Sandra Boul            | 826-6430  | No         | 0          | 11-16       | Yes           |
| MFA Claims Adjustment Office      | 2002 W. 14th                     | Steve Overman          | 827-0670  | No         | 0          | 0           | Yes           |
| MFA Implement                     | Lincoln, MO                      | Clarence Frisch        | 547-3318  | Possibly   | Inq.       | Inq.        | Possibly      |
| MFA Insurance                     | 1817 W. Broadway                 | Vic Ohman              | 445-8441  | Yes        | 20         | 11-16       | No            |
| Missouri Division of E. S.        | 215 E. Fifth                     | Bill Giles             | 826-8184  | Yes        | 25         | 11-12       | Yes           |
| Missouri Pacific Railroad         | 210 N. 13th St.<br>St. Louis, MO | D. M. Tutke            | 314-2944  | Yes        | Arr.       | 7-12        | Possibly      |
| Missouri State Bank               | 917 S. Limit                     | William Claycomb       | 826-1213  | Yes        | 20-25      | 4-12        | Possibly      |
| Missouri State Fair               | Box 111                          | Myrna Ragar            | 826-0570  | Yes        | 30         | 3-7         | Possibly      |
| Missouri Valley College           | Marshall, MO                     | Gordon Imaly           | 886-6924  | No         | 0          | 9-12        | Yes           |

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| NAME  | ADDRESS                                 | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|------------------------|-----------|------------|------------|-------------|---------------|
| Model Cleaners                              | Warsaw, MO                              | Richard Kingma         | 438-5831  | Yes        | 20         | K-12        | No            |
| Olin Corporation                            | Highway 50                              | Russ Woodward          | 827-1712  | Yes        | 30         | 6-12        | Yes           |
| Ollison's Garage                            | 2809 E. 12th                            | Keith Ollison          | 826-4077  | No         | 0          | 0           | Yes           |
| Patricia Stephens Modeling Finishing School | 4638 Nichols Parkway<br>Kansas City, MO | Sue Peterson           | 531-5866  | Yes        | 60         | 7-12        | Yes           |
| Pepsi-Cola Bottling Co.                     | Sedalia, MO                             | W. C. Ream             | 826-8144  | Yes        | 30         | 4-9         | Possibly      |
| Pettis County Ambulance                     | 626 E. Fifth                            | Joe Wasson             | 826-5316  | Yes        | 10-15      | 6-12        | Possibly      |
| Phyllis's Beauty Shop                       | Cole Camp, MO                           | Phyllis Teapleton      |           | No         | 0          | 0           | Possibly      |
| Pittsburgh Corning                          | 16th & Missouri<br>Pacific Spur         | Rita Kenney            | 826-4660  | No         | 0          | 0           | No            |
| Post Office                                 | 205 N. Lafayette<br>Marshall, MO        | Mr. Weislocker         | 886-6200  | Yes        | 25         | 7-9         | No            |
| Post Office                                 | 405 E. Fifth                            | Roy Hinton             | 826-8887  | Yes        | 25-30      | 4-9         | Possibly      |
| Ramada Inn                                  | 3501 W. Broadway                        | Darrell Olsen          | 826-8400  | Yes        | 15         | 5-12        | Possibly      |
| Reinhardt Fajen, Inc.                       | Warsaw, MO                              | Eloise Atkins          | 438-5111  | Yes        | 20         | 11-16       | No            |
| Rest Haven Retirement Home                  | 1800 S. Ingram                          |                        | 827-0845  | Yes        | 10         | 1-9         | Possibly      |
| Retail Bakery                               | Sixth & Ohio                            | Mr. Mallory            | 826-6920  | Yes        | 20         | K-9         | Possibly      |
| Rick's Body Shop                            | R. R. #2                                | Rick Geer              | 826-1157  | Yes        | 25-30      | 7-12        | No            |
| Rival Manufacturing Co.                     | 16th & Lamine                           | Jim Houchen            | 826-6600  | Yes        | 15         | 4-12        | Yes           |
| Rival Manufacturing Co.                     | Miller's Park Plaza                     | Nyra Price             | 827-3860  | No         | 0          | 0           | Yes           |

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| NAME                         | ADDRESS                       | CONTACT REPRESENTATIVE    | TELEPHONE | FIELD TRIP | GROUP SIZE                         | GRADE LEVEL | GUEST SPEAKER |
|------------------------------|-------------------------------|---------------------------|-----------|------------|------------------------------------|-------------|---------------|
| Scott's Jewelry              | E. Highway 7<br>Warsaw, MO    | Mr. Scott                 | 438-5700  | No         | 0                                  | 0           | 0             |
| Sears                        | 110 W. Third                  | Finis Galloway            | 826-6500  | Yes        | 10                                 | 7-12        | Yes           |
| Sedalia Computer Service     | 210 E. 7th                    | Larry McRoy               | 827-1990  | Yes        | 10-15                              | 9-12        | Yes           |
| Sedalia Democrat             | 700 S. Mass.                  | Don Keller                | 826-1000  | Yes        | 15                                 | K-16        | No            |
| Sedalia Implement Co.        | 2205 S. Limit                 | John Joy                  | 826-0466  | Yes        | 15-25                              | 7-12        | Yes           |
| Sedalia Memorial Airport     | E. Highway 50                 | James Addas               | 826-9796  | Yes        | Small                              | K-14        | Possibly      |
| Sedalia Police Department    | 3rd & Osage                   | Bill Miller               | 826-0214  | Yes        | 10-15                              | 1-14        | Yes           |
| Sedalia Water Department     | 111 W. Fourth                 | C. H. Taylor              | 826-1234  | Yes        | 15                                 | 6-9         | Possibly      |
| Sheriff's Department         | Warsaw, MO                    | Bob Breshears             | 438-5252  | No         | 0                                  | 0           | No            |
| Paul Shinn Oil Company       | RFD 3<br>Warsaw, MO           | Paul Shinn                | 438-5013  | No         | 0                                  | 0           | No            |
| Sound Shop                   | 1716 W. Ninth                 | Al Reese                  | 827-2223  | Yes        | 20                                 | K-12        | Yes           |
| Southwestern Bell Telephone  | 220 E. 5th St.<br>Sedalia, MO | Bob Johnson<br>Betty Pace | 826-9800  | Yes        | 25                                 | K-12        | Yes           |
| State Fair Community College | 1900 Clarendon Road           | Fred Davis                | 826-7100  | Yes        | 5-10<br>Check with Betty Blackwell | 9-12        | Yes           |
| The Craft Shop               | 318 S. Ohio                   | Mrs. Bostman              | 827-3041  | Yes        | 15-20                              | 5-12        | Possibly      |
| Third National Bank          | 301 S. Ohio                   | Bob McDonald              | 826-0611  | Yes        | 30-40                              | 6-9         | Possibly      |
| Town and Country Shoes       | 201 N. Missouri               | Charles Rayl<br>Ken Grott | 826-4490  | Yes        | Small                              | K-12        | Yes           |

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|--------------------------|---------------------------------|------------------------|-----------|------------|------------|-------------|---------------|
| Tullis Hall Dairy Co.    | 541 E. Fifth                    | Mr. Funnell            | 826-3030  | Yes        | 10         | 3-12        | No            |
| Tygart & Arth Body Shop  | 207 E. Belle<br>Marshall, MO    | Ray Arth               | 886-3033  | Yes        | 25         | 7-8         | Yes           |
| Unitog                   | Warsaw, MO                      | Osborne McKillen       | 438-5117  | Yes        | Arr.       | 7-12        | No            |
| Veterinary               | Cole Camp, MO                   | Dr. Taylor             | 668-4523  | No         | 0          | 0           | No            |
| Walker Publishing Co.    | 2016 W. Main                    | Mark Kitch             | 826-8200  | Yes        | 15         | 5-12        | Yes           |
| Warren Grocery           | Green Ridge, MO                 | Mr. Warren             | 527-3317  | No         | 0          | 0           | No            |
| Warsaw Auto Supply       | Warsaw, MO                      | Stan Intelman          | 438-7321  | Yes        | Small      | 1-14        | No            |
| Warsaw Veterinary Clinic | Warsaw, MO                      | Dr. Roff               | 438-7333  | No         | 0          | 0           | No            |
| Wilken Music             | Thompson Hills                  | Mr. Wilken             | 826-9356  | Yes        | 10         | 4-12        | Yes           |
| Wilson's Company, Inc.   | Box 340<br>Marshall, MO         | Don Nutten             | 886-5522  | Possibly   | 12         | 7-12        | Possibly      |
| W. K. Garage             | Cole Camp, MO                   | Walt Weymuth           | 668-4421  | Yes        | 25-30      | 7-12        | Yes           |
| Wood & Huston Bank       | 27 North Street<br>Marshall, MO | Mr. Mitchell           | 886-5575  | Yes        | 25         | 7-9         | Yes           |
| Zephyr Manufacturing Co. | 400 W. Second St.               | C. M. Huddleston       | 826-0352  | Yes        | 10-15      | 4-9         | Possibly      |

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